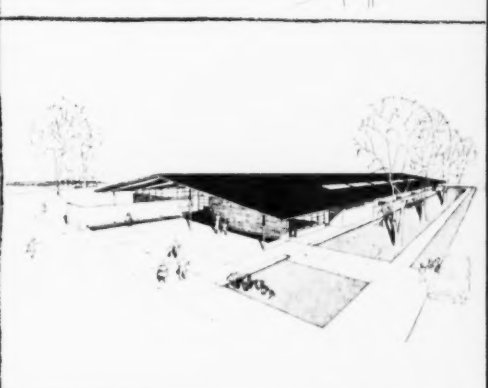
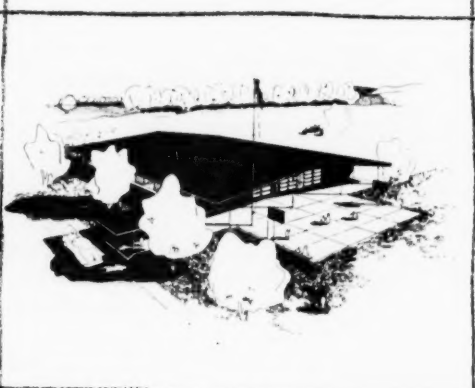
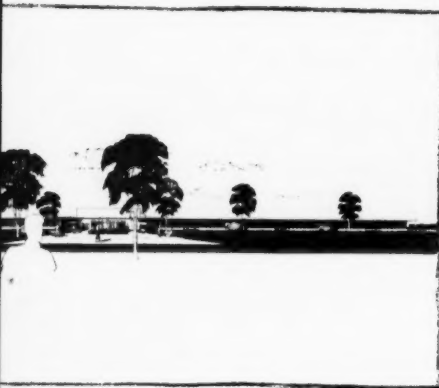
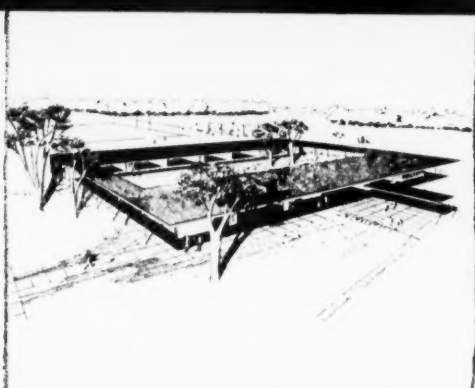
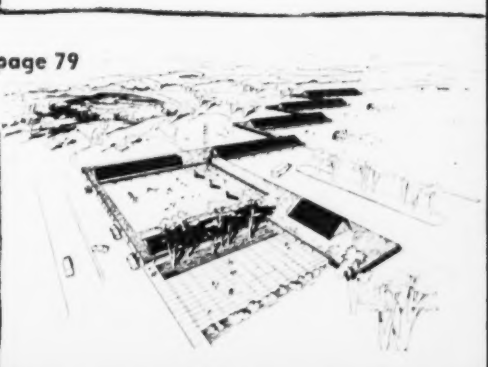
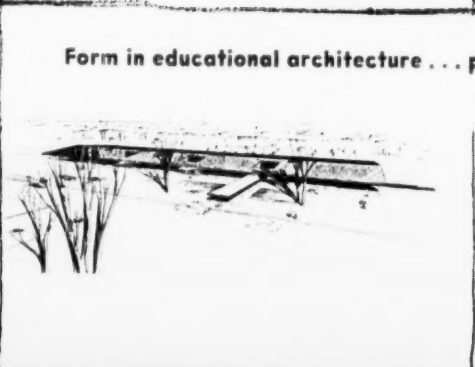
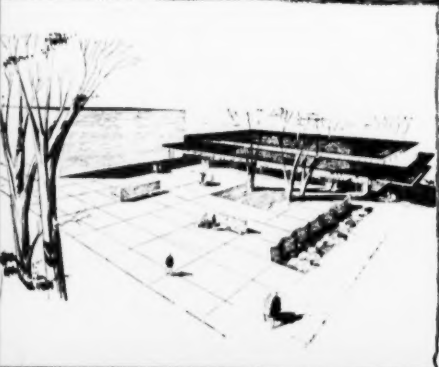
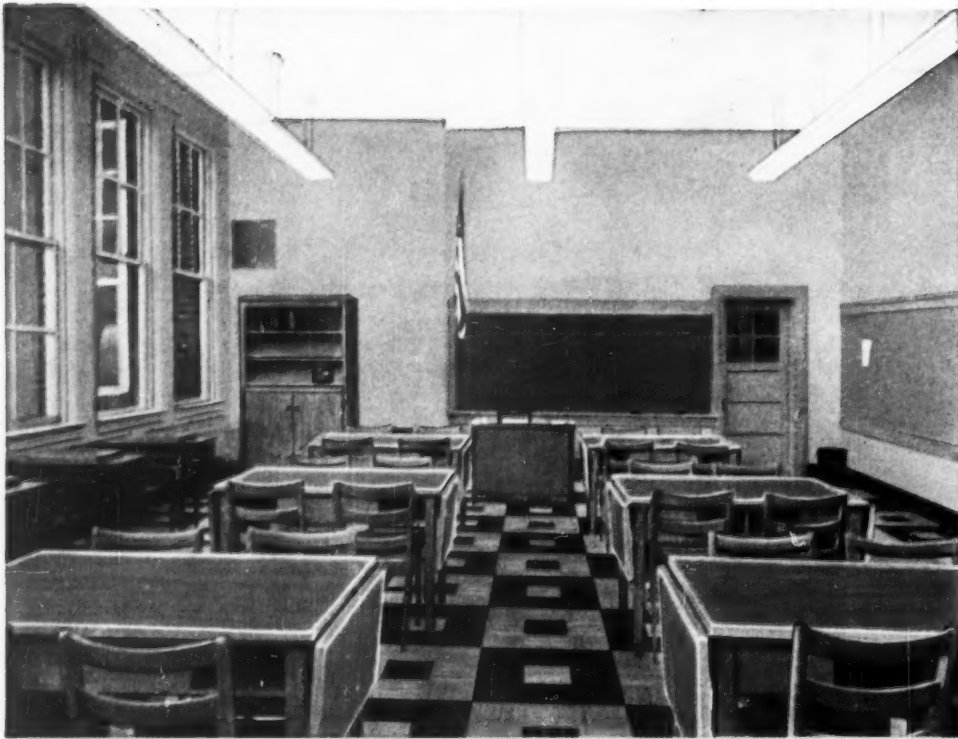


The School Executive



Form in educational architecture . . . page 79





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The School Executive

OCTOBER, 1953

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COVER

The school designs on the cover composite are among those compared in the Planning Section.

WALTER D. COCKING, Editor

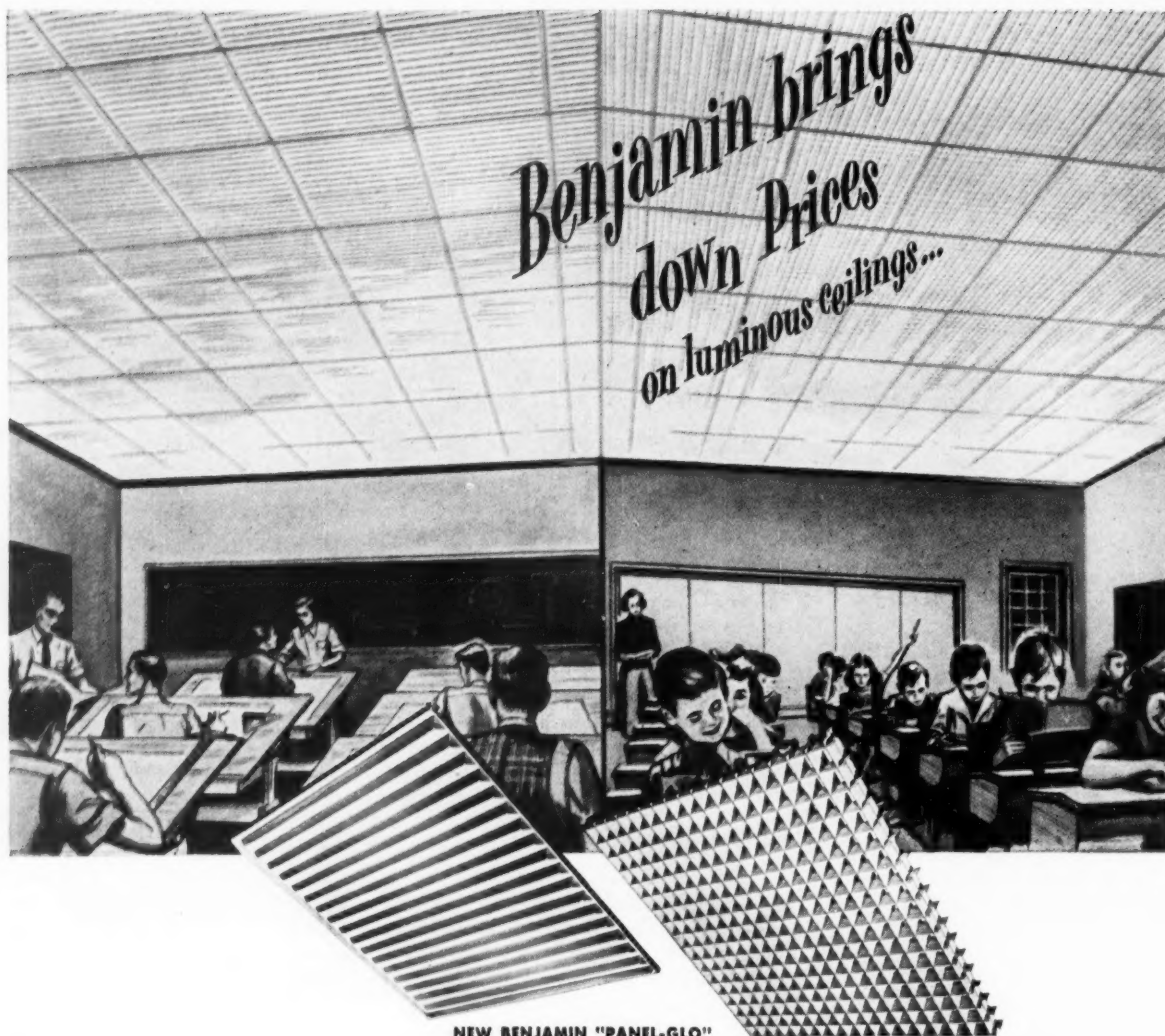
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Preview for November

THE November SCHOOL EXECUTIVE promises to be very good. Let me mention just a few of the articles you'll find in that issue. Abel Hanson returns with one of his justly famous "Green Sheets." This time his subject is "The Citizen's Responsibility for Instruction." Medill Bair lets us in on an interesting procedure his town used as a temporary solution to its school housing problem.

William Duchaine reports on a small Michigan town's growing program for its physically and mentally handicapped children. The boy at the right is in a sight-saving class.

John Gilbaugh rekindles the courage by describing how his community planned and passed its bond issue. Architect Bill Johnson describes the interesting junior high school at Lynwood, Washington.



There is also an interesting, well-illustrated story about schools on the islands of the Pacific by those two great architects, Richard J. Neutra and Robert Alexander. At left is Neutra's and Alexander's Adelup school on a Guam peninsula jutting out into the Pacific.

Bob Taylor, a teacher recently back from Europe, tells about the schools he saw in Germany.

We are proud once more to devote the Planning Section to descriptions of CPEA achievements, this time in the Middle Atlantic Region.

Sincerely,
Walter D. Cocking, Editor



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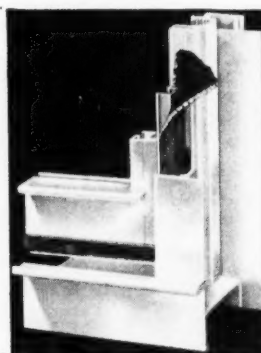
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By Walter D. Cocking

Education in Economics

SCHOOLS, OF COURSE, do not operate in a vacuum. They operate as a part of and in the midst of a distinctive social and economic setting. A clear understanding of the economic life of the area which a school system serves is vitally important.

There are three phases of this problem which I want to present briefly. One, is the necessity for a school administrator to know and to understand the economy of the area which the school system serves. Two, is that the professional staff be acquainted with the economic facts of life so that what they teach is taught in a setting of economic reality. And third, is the need for the school to provide educational opportunity for youth and adults to learn more about the economy of their particular environment.

It will be immediately recognized that these proposals call for a considerable change from the accustomed pattern. Such evidence as we have would indicate that little has been done to develop educational programs and operate schools on a basis of economic understanding of the particular community which a school serves.

Most administrators and teachers proceed as if the economic pattern were unchanged between communities; most of us are relatively illiterate about the economics of community life. In fact, how could it be otherwise unless one determined, largely on his own, to become competent in such matters? In other words, there has been far too little in the preparation programs of teachers and administrators which helped them with this problem.

About the only attention to economic understanding schools have provided in their programs for youth has been a half-year textbook course in the theory of economics, or minor attention in a course in distributive education. There is real reason to question if economic understanding is developed through such measures. One must conclude that in the past, understanding of the economy of the area a school system serves has been considered unimportant and unworthy of specific attention.

DURING THE PAST five years there has been increasing recognition that schools in their program, organization and financial support must devote greater attention to economics. Undoubtedly some attention has come because the adequate financing of schools has become more difficult, and hence economic factors have had to receive consideration for selfish reasons. Also, there is an increasing trend of thought that a major function of schools is to improve the community of which it is a

part. And of course, the economic health of a community is basic in such programs.

So administrators today are much more conscious of and concerned with the economy of their communities. School systems such as Indianapolis, Hartford, and Flint, Michigan, are pioneering with programs which have as their goals greater understanding of the local economy on the part of their professional staffs, and definite instruction of youth and adults in economic realism. Many other school systems are making beginnings and at least experimenting with various possibilities.

PROBABLY THE MOST constructive movement to date is being sponsored by the Joint Council on Economic Education. This organization has a board of directors of approximately 40 people drawn from the fields of business, labor, agriculture and education. A number of nationally known economists are also members of the board. G. Derwood Baker, formerly of New York University's School of Education, is the Executive Director.

The purpose of the Council is: "to assist the public schools to improve the quality of economic education and citizenship training through summer workshops for teachers, in-service education, curriculum research and material development."

The organization this year sponsored 34 summer workshops in colleges throughout the country. Finances of the organization come largely from the Fund for Adult Education made to the Committee For Economic Development for the benefit of the Joint Council. The work of the organization is coordinated with many leading national and state organizations and groups. The Joint Council is also cooperating with the American Council on Teacher Education in sponsoring a definite program of economic education as a phase of the general education of all teachers.

The enthusiasm and growth which has marked the work of the Council during its brief five years are encouraging indications of the worth of its program. Its increasing number of publications are eagerly sought and very widely used. The results secured to date point conclusively to the recognized need for help in the area of economic development, and to the enthusiastic response to the assistance offered.

Every school administrator, as I see it, should give considered attention to this area of activity in his own community.



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KEYNOTES

comments on the educational scene

Lee M. Thurston: 1895-1953

LEE M. THURSTON died on September 4, 1953. His death occurred just two months after he had assumed his duties as United States Commissioner of Education.

Cut down in the full tide of his vigor and usefulness by a heart attack, the opportunity to use his unusual talents in this high office for the welfare of the entire nation was abruptly closed. The nation lost a great public servant. Schools lost an ardent and intelligent supporter. School personnel lost a tested friend.

Yet it was given to Lee M. Thurston to leave a record of high accomplishment in his various professional capacities which few who have had more time can emulate. The nation will miss him, yet we are thankful to have known him and we are better for his contributions.

THE SCHOOL EXECUTIVE extends our sincerest sympathy to Mrs. Thurston and the members of his family.

Imaginary Conflicts

MUCH ENERGY IS BEING WASTED today in time-honored Don Quixote fashion—jousting with the windmills of misunderstood educational practices. The energy could be saved and community peace maintained, in most cases, if the critics would inform themselves before they attack.

Let us look at the imaginary conflict between a Community School program and mastery of the basic skills. It is true that the Community School approach to the tools of learning is different from the approach of the traditional school—pupils learn to read and write as they participate in a program that is centered in problem-solving. They engage in drill, but it is made meaningful because they understand their need for such skills. Pupils engrossed in finding answers to real questions are not satisfied to read poorly, and those who write articles for real newspapers practice diligently in order to write well.

Or take the imaginary conflict between a Community School and development of international understanding. In the Community School a study probably starts with a local problem, but few local problems can be understood without knowing certain state, national, and international factors that affect them. A study of local food supplies and prices will lead sooner or later to the question of national tariffs and to European and South American farmers. And how much better a pupil can understand foreign communities if he first understands his own!

Some would-be critics who inquire honestly into the

achievements of pupils today become advocates of the Community School. They have been known to ask the school to keep its doors open through the evenings so that they, too, can draw upon the resources of the school to meet their own needs.

MAURICE F. SEAY, *Chairman, Department of Education, University of Chicago*

University President Versus Trustees

PRESIDENT GEORGE STODDARD of the University of Illinois has resigned under pressure exerted by the Board of Trustees. News dispatches indicate no intimation was given the President until the fateful meeting took place. There probably are two sides to the question which merit consideration and discussion, and the issues will sooner or later be brought to the light. The precipitous action, however, can be justified with great difficulty.

The resignation of President Stoddard is a great calamity to the teaching profession. He has unusual versatility in research and skill in administration. His leadership in the profession is an accepted fact; many rate him among the foremost university presidents of the times. It is truly a sad day for professional education when such an outstanding leader can be dismissed so peremptorily and with such disregard for his professional status.

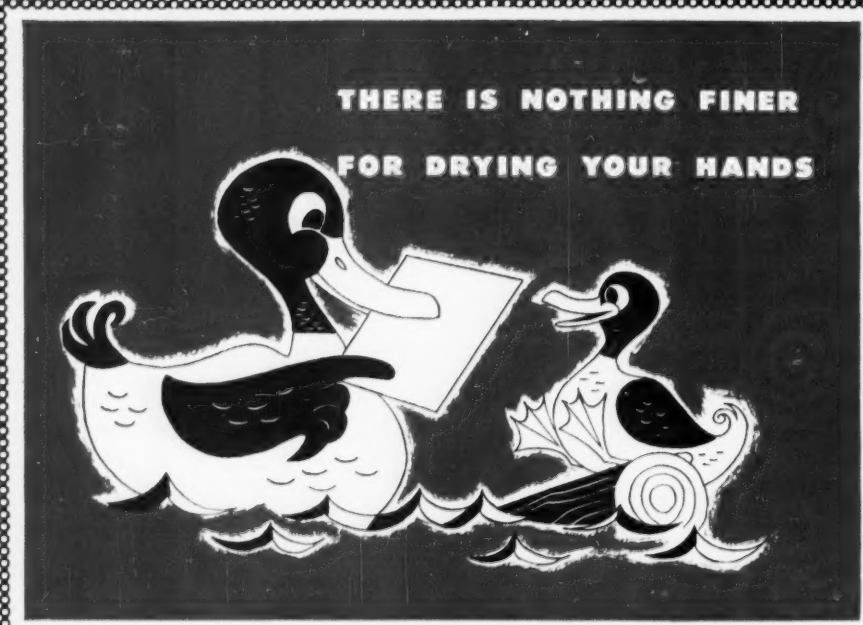
The University of Illinois has gained little if anything from this action. The upward climb from the level to which it has fallen will be difficult for any successor to Dr. Stoddard.

The profession itself will, however, increasingly avail itself of the services of this educational stalwart, this man of high intelligence, of unquestioned professional integrity and unswerving courage in his attack on educational problems.

Common Core of Educational Information

A HANDBOOK which will occupy the same position with respect to basic items of educational information as the dictionary occupies with respect to words is now in press.

During the past two years the State and Territorial Departments of Education, in cooperation with the Office of Education, have prepared a fundamental guide for comparable educational information for state school systems, *Handbook 1, the Common Core of State Edu-*



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cational Information. This document is regarded as the most significant publication in the field of educational records and reports in 50 years.

At the Annual Meeting of the National Council of Chief State School Officers in June, 1953, *Handbook 1* was adopted as the "fundamental guide for State educational record and reporting systems." The Council also urged "each State to make as rapidly as possible such changes in its system as are necessary to conform to this guide." Plans are already underway in many states for weaving the handbook information into the fabric of their systems of records and reports during the course of the next few years.

Results of this cooperative endeavor will be of great value to educational administrators, supervisors and teachers as well as to the general public. Once the system is established in the states, basic items of educational information will be comparable between states, cities, districts, everywhere in the nation. Our educational literature will become more meaningful.

WAYNE O. REED, *Assistant Commissioner,
Division of State and Local School Systems,
U. S. Office of Education*

Your Professional Library

DO YOU HAVE A LIBRARY as part of your school headquarters suite? Ready access to needed materials is a must for the busy occupants of the central office.

Such a library of necessity has to be small, and hence its materials must be selected with great care. Of course, the library will contain regular issues of the magazines in school administration and related areas. It will have at least one good encyclopedia. It will have a few carefully selected materials on all areas of school activity and concern.

Whenever a given piece of material is no longer used or is supplanted by something better, that piece should be eliminated. A small but continuous budget makes a headquarters library possible and will assure its being kept up-to-date.

The library should be planned so that it is practically self-operating. It should feature good lighting, comfortable seating, and an inviting atmosphere.

Educational TV Channels

THE DESIRABILITY of having television channels controlled by educational forces may be argued, but the conclusions all seem to favor such eventualities. The FCC has set aside channels for such use. Educational groups are working on the problem from their end.

The greatest stumbling-block is financing, and television costs are not low by any means, either in making the initial provisions or in assuring continuity to programs. Television, however, has such tremendous potentialities for education that the future of this medium for educational purposes must be safeguarded.

Educational advances move slowly. The lag between the acceptance of an idea and its widespread incorporation into practice is great. Perhaps Tennessee's exploration of the state's possibilities offers a suggestion to

others. Governor Clement has authorized a statewide survey to ascertain the kind of provisions to make so that no community will be left out in the cold. This plan has much to recommend it.

Who Should Nominate Teachers

DOWN IN DODGE COUNTY, Georgia, the courts have ruled that the County Board of Education has a right to nominate teachers, whether or not they are recommended by the Superintendent of Schools. Clearly, this puts the chief administrative officer in a very peculiar relationship with both his teachers and his School Board. It does not seem as though he could be the chief administrative officer under such conditions.

The Board of Education is elected by the people. The Superintendent of Schools is also elected to office; thus, making two independent agencies, responsible to their electors, but not responsible to one another. The difficulty, to be sure, resides in the fact that the Superintendent of Schools should be selected by the Board of Education on the basis of professional qualifications. If he were so appointed, he would be entrusted by the Board with the nomination of the teachers. In fact, the law should include this responsibility among the duties of the Superintendent of Schools. This feature of educational law exists in many states and is generally approved by experts in school administration.

Teachers themselves should have the assurance that their selection is based on professional understanding of their work and free from nepotism or any other favoritism. Selection by a Board puts their positions in the "spoils" category.

Clean School Grounds and Clean Cities

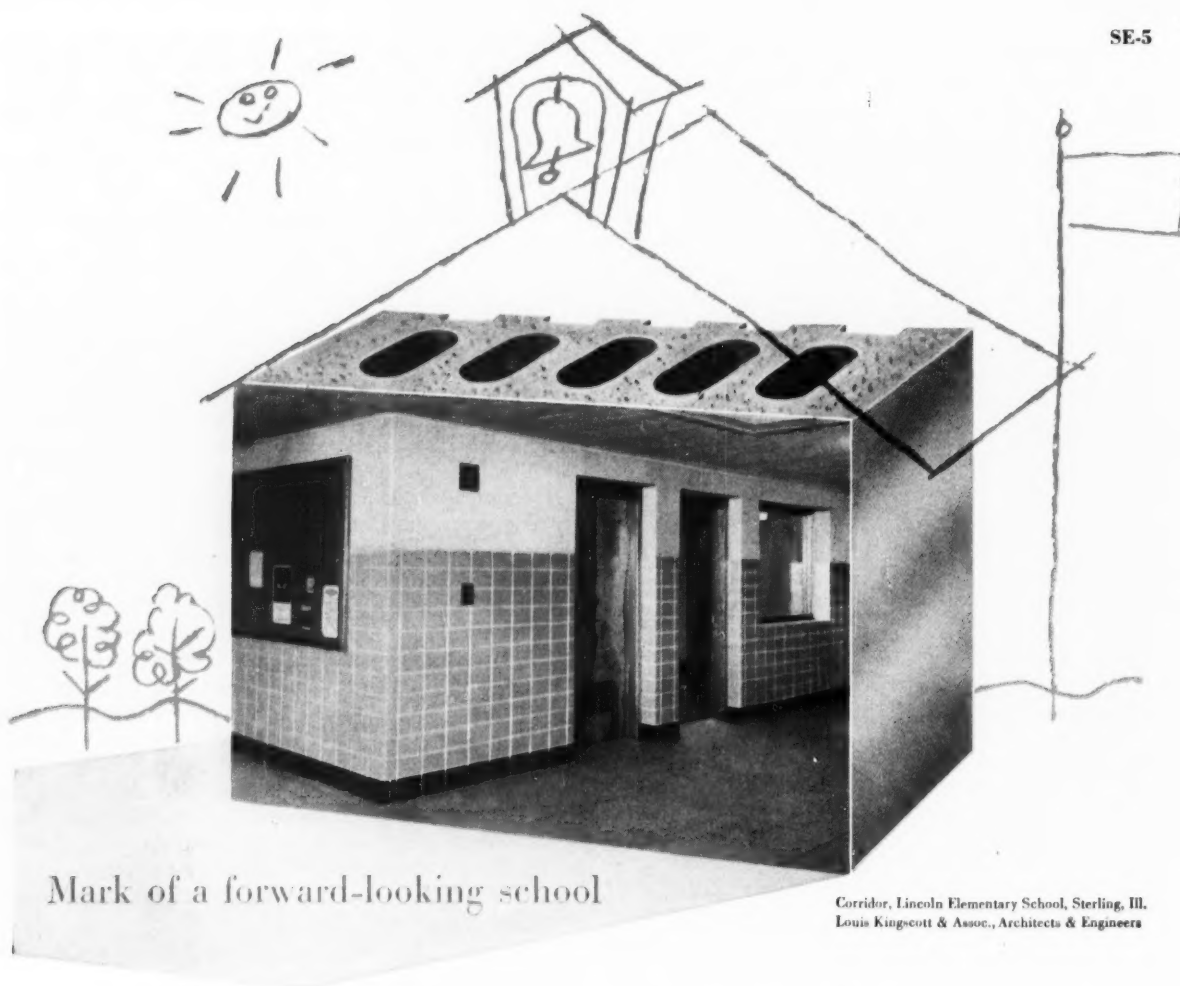
DOES THE YOUNGSTER who finds the city streets and parks littered have no compunction about according similar treatment to his school grounds?

Unfortunately few American cities have a long time record for having clean streets, vacant lots, and park areas. European cities tend to surpass us readily in this respect. Certainly, cleanliness in our cities is an objective to be eagerly and constantly sought. How to attain the goal is a perplexing and puzzling matter.

The Spring Clean-up, now a fixed event in many communities, sets standards for a short time, at least. School children cooperate, the city fathers make a special effort, and home-owners tidy up. The emphasis of a spring campaign does not suffice. Cleanliness is a condition to be maintained the year round.

Cannot school grounds be clean at all seasons of the year? Cannot the schools set up year-action instead of just spring-cooperating student committees to assume responsibility? Cannot PTA's play a even more productive role in getting not only cleaner but really clean cities?

Our democracy willingly shares its responsibilities. Among these, the maintenance of clean, attractive environments should certainly be listed. The desired results can only be secured through continuous action of many groups. Let the schools take their share of responsibility.



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LETTERS

to the editor

Sex Clarification of New Mexico Editor

TO THE EDITOR: I could not pass up the opportunity of calling your attention to an item from Sante Fe ["Educator Offers Solution to Teacher Shortage"] on page 87 of the August SCHOOL EXECUTIVE, in which you refer to Minnio Gilliland, editor of the *New Mexico School Review*, as Mr. Gilliland.



Minnio is a very charming young lady and we think she's a fine editor of our magazine. I could not refrain from letting you see what an attractive editor she is.

M. G. HUNT
Superintendent
Portales, New Mexico,
Public Schools

Reader Sees Link Between Two August Articles

TO THE EDITOR: I am wondering whether you placed "Would You Pay \$50 for a Good Teacher?" practically next to "State Audits Could Weaken Local Control" [August, pages 51 and 54] by design. It so happens that there is a close connection between the two.

While Rochester does not come under the eye of the state comptroller so far as auditing is concerned, we did have a special audit made by the state comptroller three or four years ago and learned to our surprise that expenditures to reimburse candidates for teaching positions for travel expenses were wholly illegal. There is also a chance that expenditures by school districts for entertainment would be similarly questioned by state auditors.

From talking with state auditors, who are called upon to audit for accuracy, integrity and propriety, I judge that they interpret the laws strictly and their own powers broadly. I hope that those who follow the suggestions of Miss Watson and Mrs. Rice do not get into serious difficulties. I know Great Neck very well.

It is one place that might stand up against the auditors, but the central or village school doing the same thing might suffer.

This comment is not in any sense critical of the interesting articles.

HAROLD E. AKERLY
Assistant Superintendent
Rochester, New York

Needed: More Attention To Educational Programs

TO THE EDITOR: May I present my congratulations and appreciation for your editorial in the August school EXECUTIVE ["The Educational Program"]. I have been working for years to get school administrators to give more attention to their educational programs. This seems so obvious to me that I am at a loss sometimes to understand why it has been so sadly neglected.

I would like to see a series of articles indicating what is meant by

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an educational program and how the superintendent may proceed in developing an educational program in his own school system. This whole approach is so important today; it carries out the philosophy of local responsibility. A recent interview with our late U. S. Commissioner of Education, Mr. Thurston, stressed this local responsibility.

If superintendents do not know how to organize their schools to develop a program, it is high time that they receive this training, either through university courses or through training programs which they themselves might organize.

WARREN W. COXE
Director, Division of Research
State Education Department
Albany, New York

Teach Ideologies Without Prejudice, but . . .

TO THE EDITOR: The American Association of School Administrators, among other influential educational organizations, has aligned itself with those who believe, to quote its 1951 platform, that "the purpose of education in the United States is the development of each individual for the fullest participation in the American democratic way of life."

To my mind, this calls for an instructional procedure which presents varying points of view "without prejudice," but so factually that the values of the democratic way of life will be as obvious as possible to the maturing minds of school pupils.

It must also be understood that the various ideologies, while presented without prejudice, should be taught by an instructor who is committed to and even biased toward democracy. If the instructor recognizes fully his responsibilities to pupils and to our democratic society, has a sufficient grasp of the world situation, and is able to understand the basic issues and implications involved in the various current ideologies, he will surely appreciate the fact that employment in a school system with the fundamental object of preparing boys and girls for intelligent, active and competent participation in the democracy obligates him to seek com-

LETTERS

mitments to the democracy which supports the schools.

I question the philosophy which holds that varied viewpoints on all sorts of controversial issues should be presented and the pupil left absolutely without help from the teacher in making up his own mind. As is well known, some pupils are not sufficiently mature to judge values even on the basis of facts and need help in creating within themselves a sense of values. Increasingly, of course, pupils should be led to recognize and accept values for themselves.

There are many who would eliminate propaganda in the instructional process, but that term properly and rightfully interpreted is exactly what is needed when a teacher in the schools of a democracy undertakes to prepare citizens for that democracy. Webster defines propaganda as "any organization for spreading a particular doctrine or system of principles." That is exactly what the public schools should be doing—spreading the principles of democracy, including, of course, the right to criticize and the obligation to improve these practices in the democratic state.

C. M. DANNELLY, *Superintendent
City and County Public Schools
Montgomery, Alabama*

Describes Economics Project For High School Principals

TO THE EDITOR: Since you published Dr. Thomas Briggs' article about the need for a group to help improve economic education in secondary schools [May, 1953, page 57], you will be interested in its present status:

The organization now being created will be under the control of the National Association of Secondary School Principals. It is designed so that through it the Association can have the direct cooperation of lay leaders in designing the work to be done. It also provides the opportunity for direct cooperation by any organizations and individuals, public or professional, who can contribute profitably to the objectives.

HOWARD M. COOL

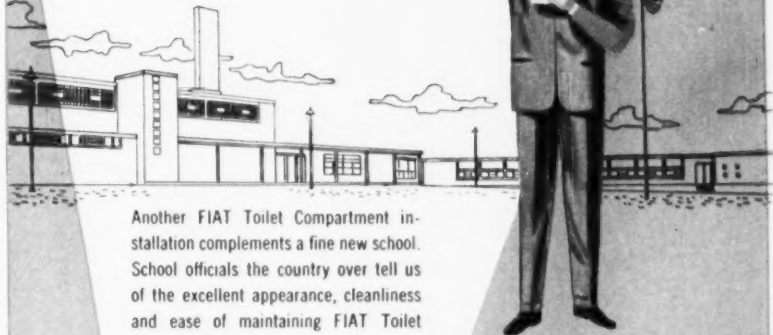
*Educational Director
National Better Business Bureau, Inc.
New York City*

SE-8

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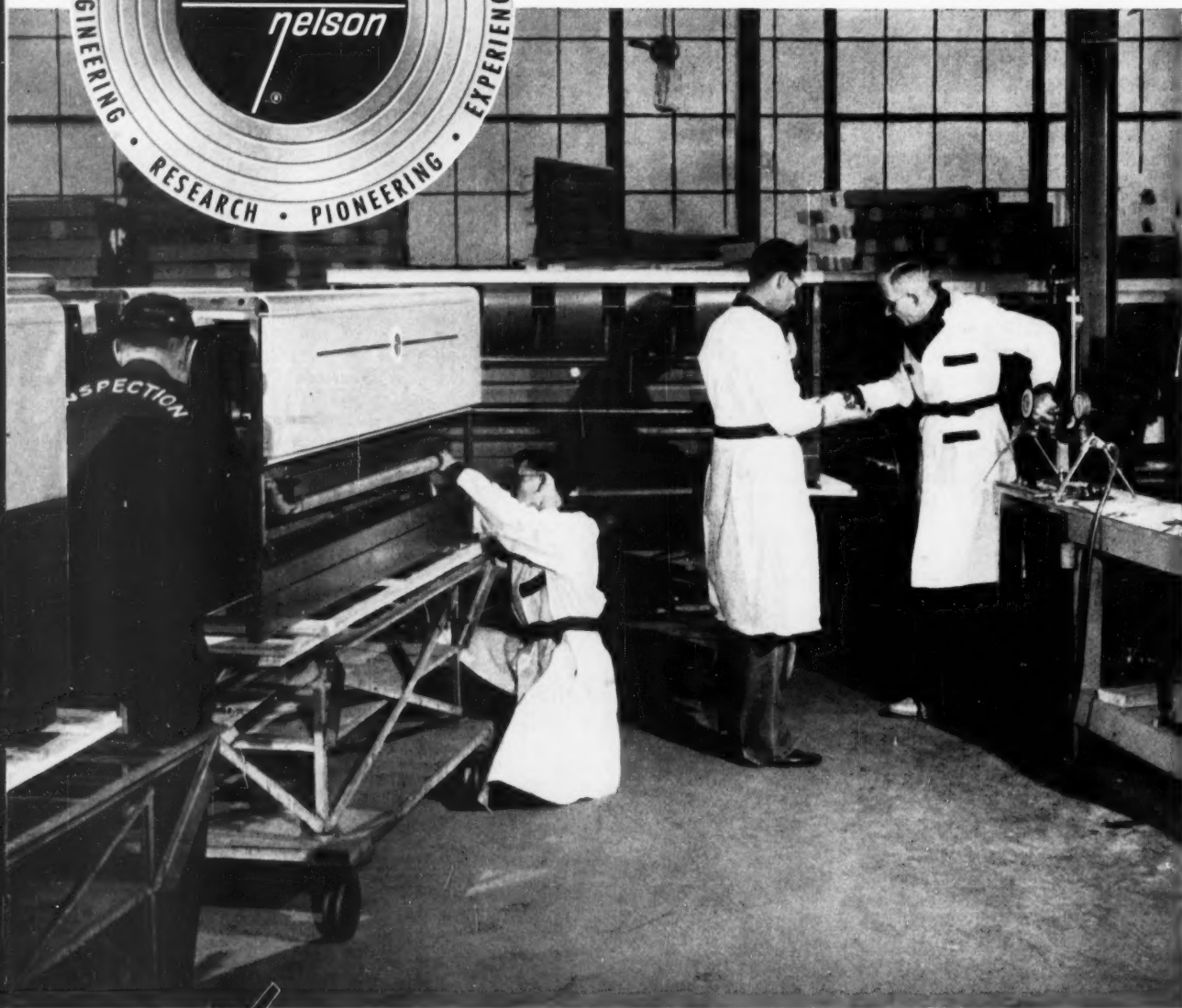
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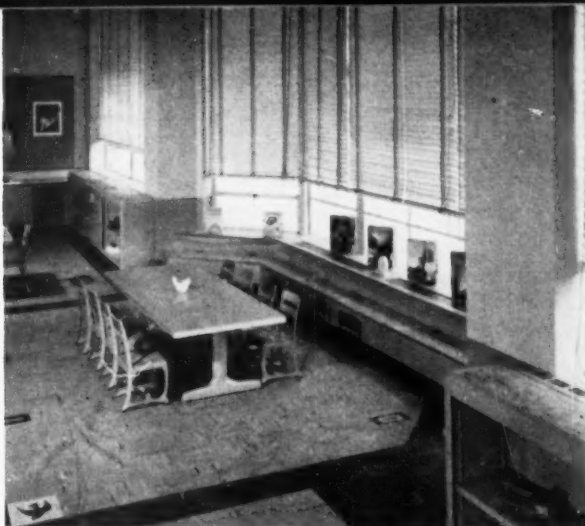
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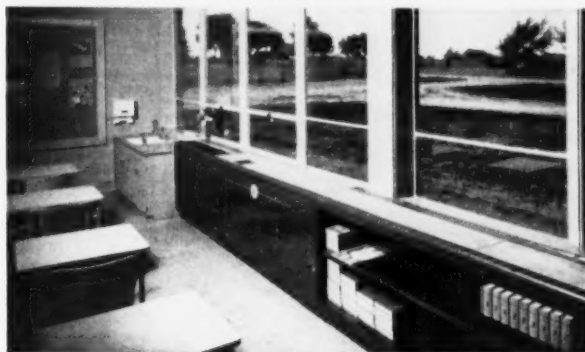
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Next Month:
The Citizen's Responsibility for Instruction

Moral and Religious Teaching in the Public Schools

HOLLIS L. CASWELL
Dean, Teachers College
Columbia University

THAT these are confused and dangerous times few will deny. Such vast forces of destruction threaten mankind that it is commonplace for people to speculate on whether or not modern civilization will survive.

In this situation millions of people are seeking through religion deepened faith that will enable them to face the future with courage and a sense of direction. Church membership is at an all-time high, and a record number of young people are choosing careers in religious work. This strengthening of the religious life of America is viewed with high approval by the great body of public school workers.

However, an important group of religious leaders feel that the public school system is not contributing as it should to the development of religious beliefs. Several have made direct attacks on the schools as being irreligious. They have proposed changes that have far-reaching implications. A complete reversal is sought in the policy governing the relation of religion and education that has developed over the past century and that now largely guides the public schools.

It is the purpose of this statement to sketch an issue which the writer believes to be of great significance for public education today. No answer is proposed. The solution must be hammered out through actions in thousands of local school systems and in the various states, but awareness of the nature and seriousness of the issue is the first step toward its wise solution.

"Education Misses the Main Issues"

The central issue was brought sharply into focus for me in a conversation with a minister in

one of the influential churches in New York City.

"The points most frequently emphasized by public school leaders regarding the relation of religion and education," he said, "are largely irrelevant and miss the main issue."

"To what do you refer?" I asked.

He listed three points as follow:

- The statement that teachers generally have a friendly attitude toward religion and are to a large extent active participants in church work.
- The fact that public schools give great emphasis to teaching moral and spiritual values.
- The present concern of many school leaders to extend the amount and increase the effectiveness of teaching the *factual* aspects of religion.

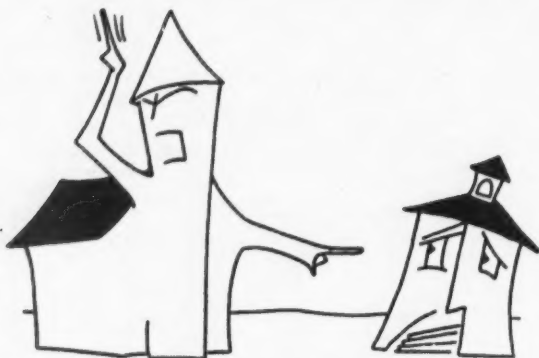
It was, I confess, a shock to me to hear these matters dismissed as being relatively unimportant and so I asked, "What do you consider the central issue?"

"Every Subject Should Be Based on Religion"

"The one and all-important point," he stated, "is that religion must be basic to the entire curriculum. All teaching must be made to rest on religious beliefs. Theology must enter the public school program and provide a foundation upon which it rests."

This general point of view is developed by President Henry P. Van Dusen of Union Theological Seminary in a series of lectures entitled "God and Education." He presents religion "as claimant to the role of *determinative principle in the educational process as a whole*, affecting vitally and decisively the over-all philosophy and content of the curriculum and of its every part . . ."

He further states: "Obviously this point cuts



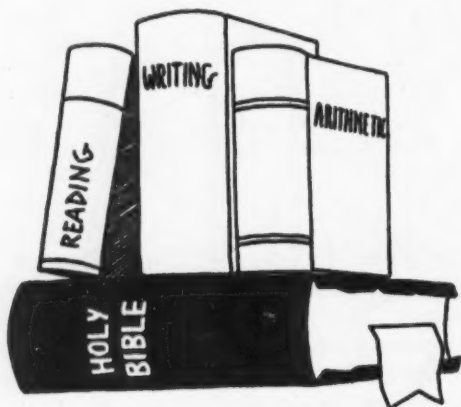
Certain religious leaders charge that the public schools are irreligious and propose reorientation of curriculum.

very deep indeed. What it implies is not merely the institution of courses in religion as one department in the curriculum, or required attendance in such courses. . . . What it demands is a fundamental reorientation of *every* subject in the curriculum and its presentation in every course." Other influential religious leaders concur in this opinion.

Plans have been made to stimulate developments in schools consistent with this general point of view. The Committee on Religion and Public Education of the International Council of Religious Education has employed a consultant to work with schools to develop programs based on the conception "that religion and education are inseparably related and that any attempt to separate them does violence to both." The Committee recognizes that there has been substantial emphasis on moral and spiritual values but asserts that these values cannot be made to endure unless the school grounds them in religious beliefs.

The proponents of this view of the relation of religion and education assert that its acceptance would result in the most fundamental changes in the program of public education. This is very probably true if the concept they advance were rigorously followed.

But does this proposed change really hold the



These critics want secularization eliminated. They would make religious beliefs the basis of public school programs.

promise of good that is pictured? Will it strengthen America's religious life and maintain a sound educational program? There are other important religious leaders who think not.

A number of them have organized an association called Protestants and Other Americans United for the Separation of Church and State. Influential leaders from the major Protestant faiths are members. Edwin McNeill Poteat, formerly President of the Colgate-Rochester Divinity School and currently minister of the Pullen Memorial Baptist Church in Raleigh, North Carolina, is president.

This group, supporting the development of the past century in the public schools, hold that the concept of separation of church and state, so essential to the maintenance of religious freedom, makes it necessary for the public schools to deal only with those moral and spiritual values that are common elements of our culture.

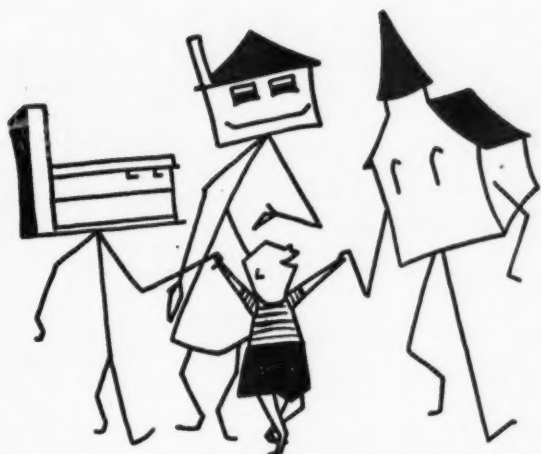
Obviously these men are quite as concerned with developing a strong religious life in our country as the group urging the dependence of sound education on religious beliefs. They differ in judgment as to how this can be achieved. They believe that the maintenance of full religious freedom is of paramount importance and that such freedom can be preserved only by close adherence to the principle of separation of church and state as it has developed through our national life. They hold that the public school, which is probably the state's most powerful agency, must not assume the role of religious teaching of any kind, for to do so in the long run involves the serious possibility of impairing religious freedom.

Two Traditional Views on Education and Religion

Until recently there have been two dominant views of the relation of religion and education. Some people have held that education and religion are so intimately associated that only churches can provide really adequate education. Education, according to this view, must be grounded in a comprehensive religious philosophy. This, obviously, makes it necessary for religious sects to provide distinctive educational programs for their members.

The second widely held point of view provides the basis for the public school program as it has developed through the past century. The school has avoided religious instruction. It has fostered a friendly attitude toward religion and has cooperated in many ways with the church. The home, the church, and the school have commonly been viewed as partners in the guidance of the young, each with its distinctive function to serve although at many points overlapping.

The school has shown great concern for moral



The home, the school and the church have commonly been looked upon as partners in the guidance of young people.

and spiritual values that are common elements of our culture, but has largely avoided entering the realm of religious beliefs. Efforts have been made to develop understanding and acceptance of various religious groups. Programs in citizenship, character education, and intergroup relations have given emphasis to these points as have a good many other phases of the curriculum.

New School of Thought Emerging

Now, a third major viewpoint has emerged on how education and religion should be related—the one sketched in the opening paragraphs. Basically, this view concurs with the one underlying church-operated schools on the dependence of sound education on religious beliefs. It differs, however, in the solution to be applied in holding that the public school should and can be reformed so that secularization is eliminated and religious beliefs are made the basis of the curriculum.

The strong introduction of this third general



Traditionally, public schools have taught moral and spiritual values but have avoided the realm of religious beliefs.

point of view raises issues which many people have felt were pretty well worked out through the period of the establishment of our common school system and greatly complicates the present situation. The public schools will be under the same kind of criticism from this group as from those who believe in church-operated schools. Further, they will be faced with demands for major changes in program. Increasing pressure for reform may be expected.

Questions To Be Considered

In determining what should be done, questions such as these should be considered:

... Can the public schools *teach* basic religious beliefs without becoming involved in sectarian differences? For example, can the schools go beyond the point of fostering a generally favorable attitude toward belief in God, which they now do, and actually teach a particular conception without getting into doctrinal disputes?

... Is it possible to require children of parents who do not approve of formal religion or who may be atheistic in outlook to be taught religious beliefs without endangering the freedom of all people to interpret God according to their own consciences?

... Is it possible to approve of any religious beliefs to be taught to all children in the public schools without bringing all religious conceptions under review with the ultimate development of something approaching a state religion?

... Is it wise to restrict to a particular religious conception, however broad, the ideals and values which are made basic to the educational program of public schools?

... Can the curriculum be based upon a theological point of view without limiting the spirit of free inquiry and search for truth which is absolutely essential to a sound system of public education?

Further Sources of Information

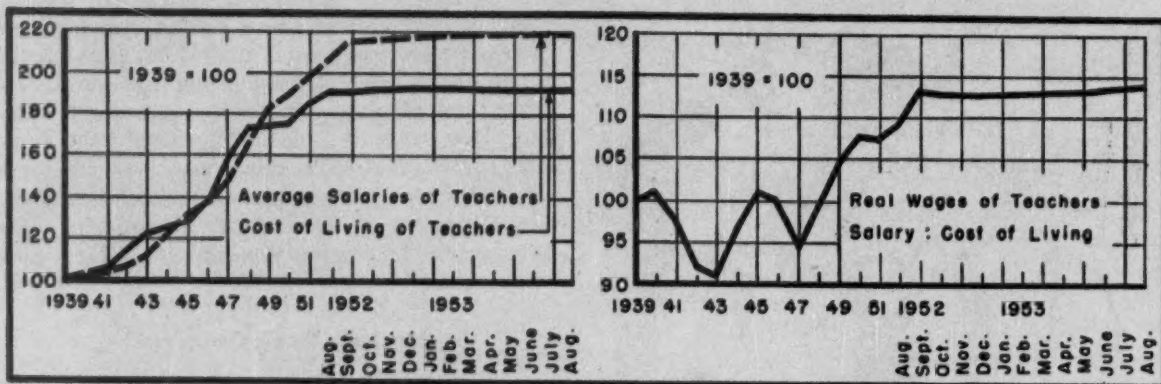
There are four small books that will be found extremely helpful in considering these issues. They are recommended for study:

American Council on Education. Committee on Religion and Education. *The Function of the Public Schools in Dealing with Religion*. Washington, D. C., 1953. 145 p.

R. Freeman Butts. *The American Tradition in Religion and Education*. Beacon Press, Boston, 1950. 230 p.

Educational Policies Commission. *Moral and Spiritual Values in the Public Schools*. National Education Association, Washington, D. C., 1951. 100 p.

Henry P. Van Dusen. *God in Education: A Tract for Our Times*. Charles Scribner's Sons, New York, 1951. 128 p.



Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, *Economic Analyst, Teachers College, Columbia University*

THE INDEX of the real wages of teachers advanced very slightly in August to 114.0 (1939=100). July's index was 113.9.

In normal periods the major increase in teachers' salaries takes place in September. Variations occurring in other months are caused primarily by changes in the cost of living. It is important, however, for teachers to watch these figures month by month so they will know what action should be taken when salary adjustments are made. Some adjustments, for a variety of reasons, are still being made at all periods of the year. The September adjustment this year is not adequate to start taking salaries back where they should be. Many other wages are being raised 4 or 5 percent. Unless teachers get at least this much increase, they will fall even further behind than they are now as compared to other salaries.

Teachers' cost of living has reached an all-time high. This was caused in large part by a completely artificial situation created by the freezing of rents. For most teachers the cost of living has been from 10 to 15 percent higher than the reported figures. Now nominal rents are moving up to a competitive level, and this is showing up in the cost of living index. The rent index still has another 50 or 60 points to rise, which could easily carry the over-all cost of living index at least 5 percent higher—probably as much as 8 percent higher.

Wholesale prices, as a whole are moving sideways. This has been true for some weeks, and there is nothing as yet to indicate any sharp break in the pattern. Farm prices are drifting slowly lower. A few industrial prices are moving up at an equal rate, but many people expect some of them to turn downward before many more weeks.

Assistants for the Teacher

There is a wide-spread movement throughout

the entire professional world to give the professional worker trained assistants. The classic case is in the field of engineering. Many years ago, the engineer did his own drafting. Slowly draftsmen were introduced to relieve the engineer of this technical detail of his work. A recent study shows that there are almost 150,000 draftsmen working as assistants to the engineers of the country.

This question inevitably must be raised regarding teachers: Would more supporting personnel increase the efficiency of the professional teacher? There is a strong movement in certain schools to involve the parents in actual instructional work. Parents have many kinds of special abilities that could be used to advantage in the typical classroom. It might be very wise to systematically explore the abilities of the parents to see what assistance they could provide to the teacher.

Perhaps the greatest of all assistance, however, should come from the children. There are many advantages in having much of the work—keeping records and attendance, checking equipment, providing books—turned over to student committees. Serious consideration should be given to turning over the physical care of the classroom including most, if not all, of the cleaning and ultimately even some of the repair work to the children. This is primarily for the educational advantage of the children, but it could also function in part to relieve the teacher of many types of activities.

The professional worker is increasingly becoming a person who directs and has the help of technical assistants. The same movement almost inevitably must occur as far as teachers are concerned. One of the best ways to get a substantial increase in teachers' salaries will probably be to have other individuals perform the non-professional activities so the community will be able and willing to pay an adequate professional salary for the teacher doing professional work.



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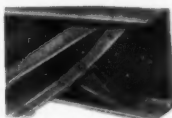
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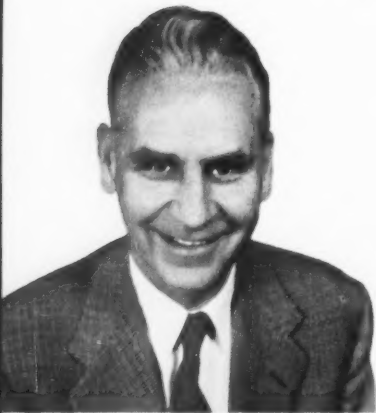
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"Soft daylight on every single desk, thanks to these PC Glass Blocks,"



says **Rex Bell**, Superintendent, Gadsen Independent Schools, Anthony, New Mexico



• In Mr. Bell's own words, "Light meter tests have shown that the sides of the classrooms *away* from the PC Glass Block panels receive almost as much light as the areas *next* to the panels. We need additional illumination only on the half-dozen or so days a year when the sky is completely overcast."

But, after La Union School was completed, it was found that PC Glass Blocks paid dividends in *other* ways beside light control. Mr. Bell: "Compared to clear glass areas, they have reduced operating costs considerably.

"Heating and air conditioning costs are low because the PC Glass Blocks have more insulating value than

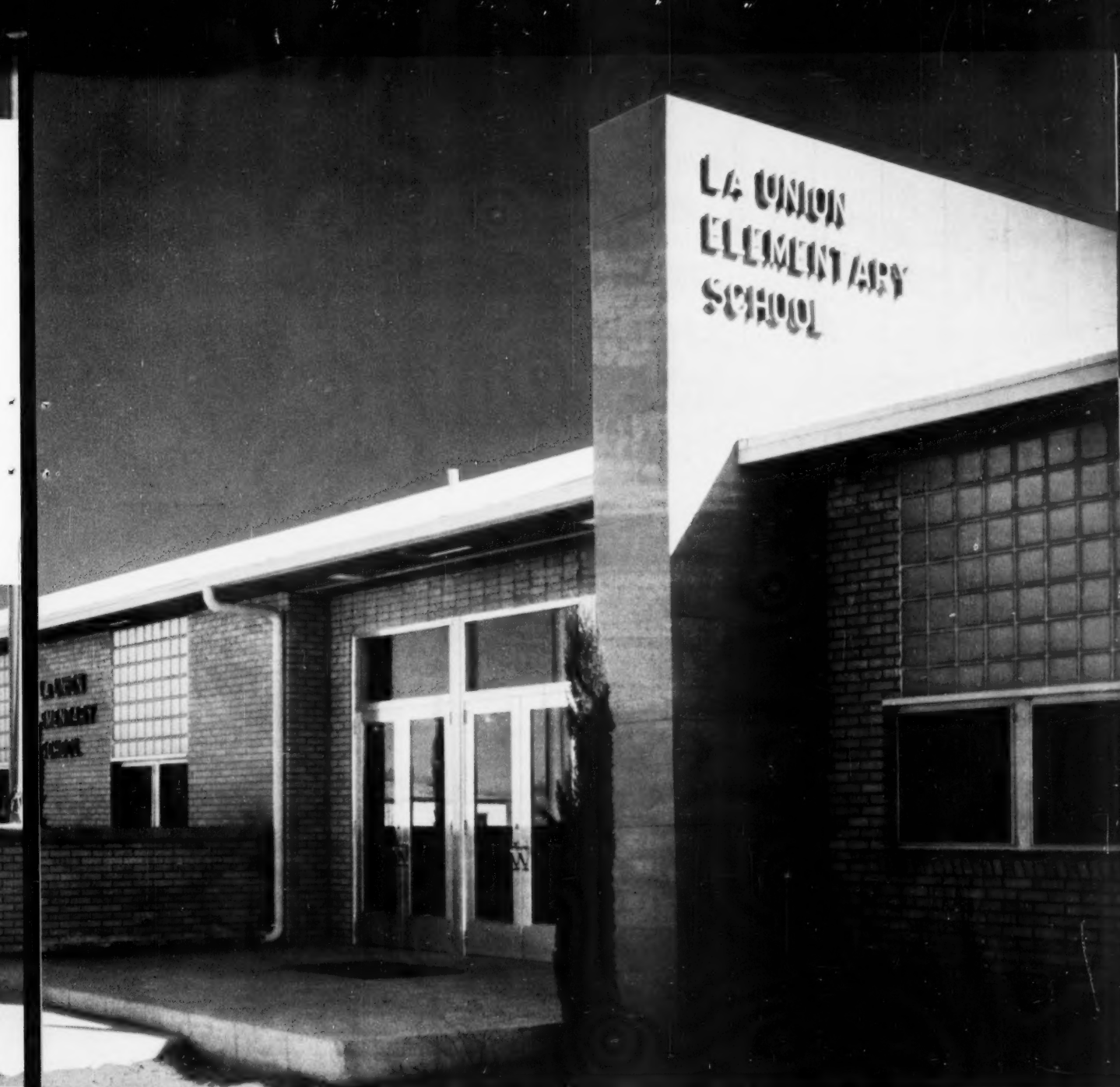
single-glazed windows. Cleaning costs are negligible. Also, this beautiful building was erected at less than \$9.50 per square foot. We feel that the use of PC Glass Blocks was a contributing factor to this low figure."

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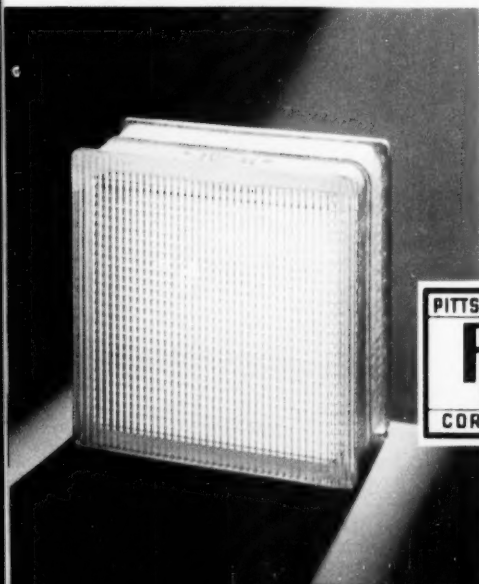
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Architect: Truman J. Mathews, A. I. A., Santa Fe, N. M.
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School System

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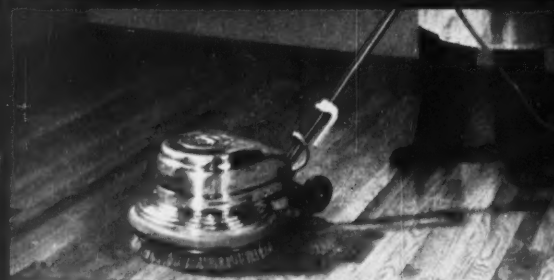
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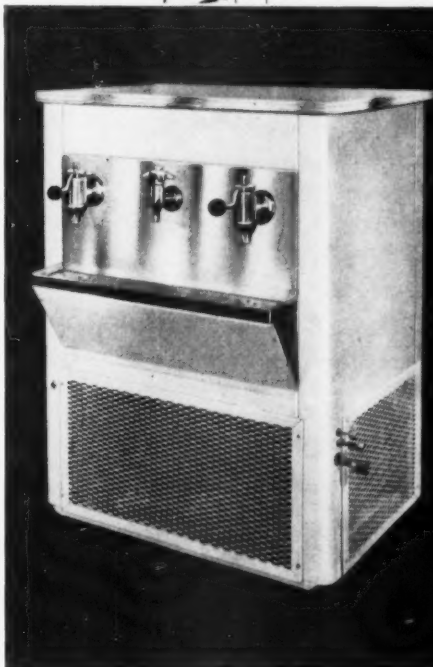


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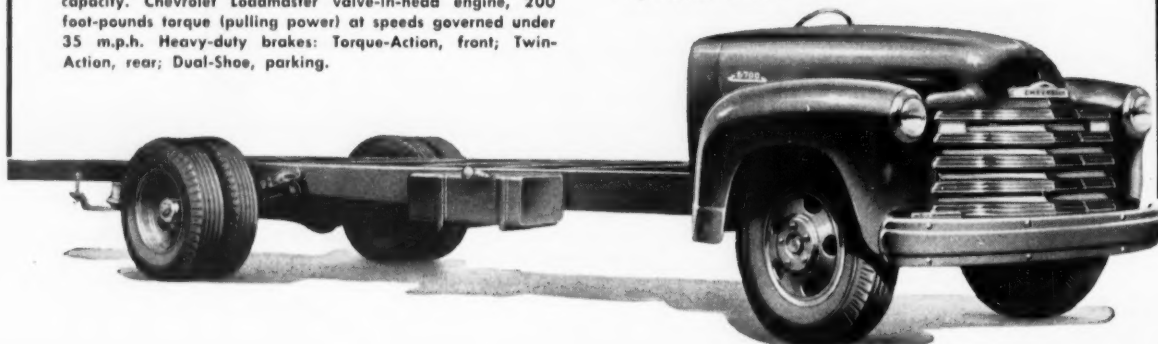
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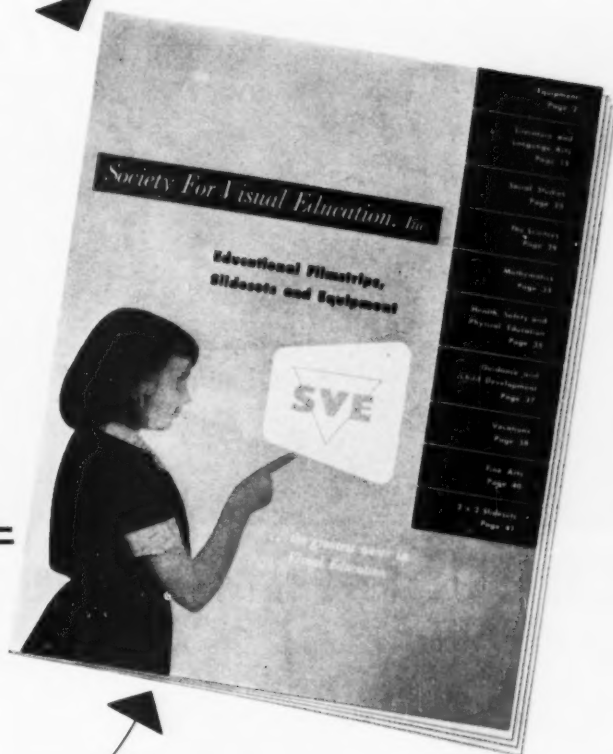
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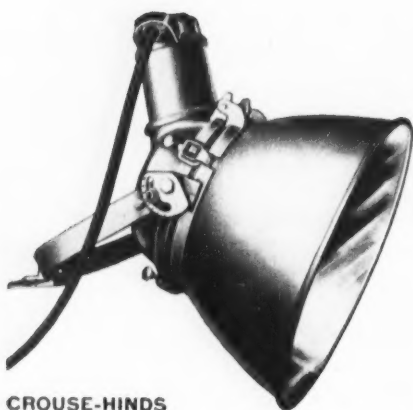
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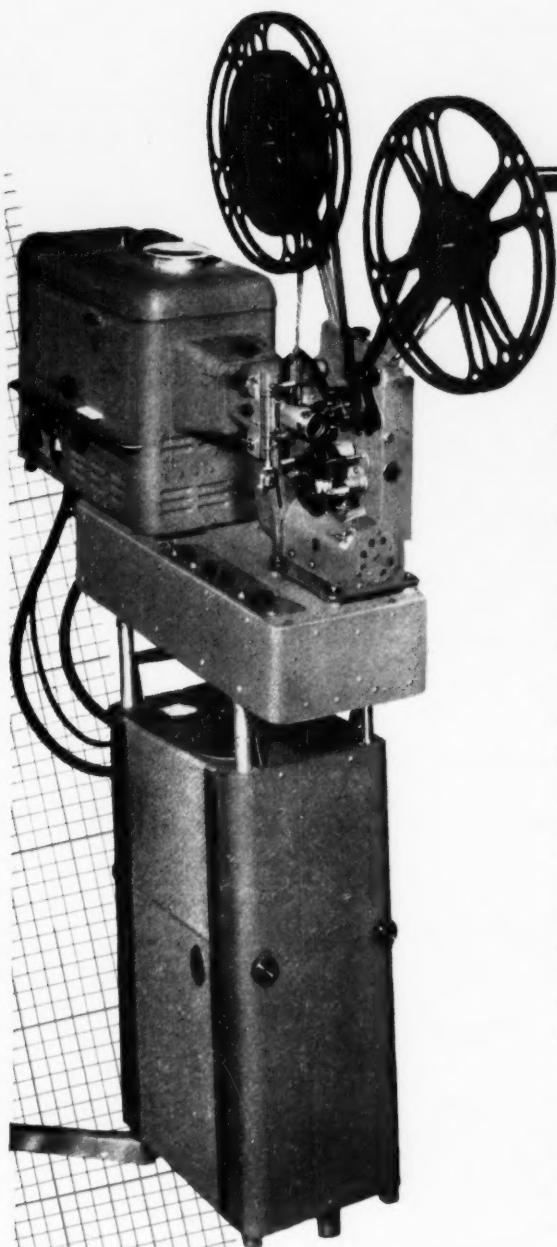
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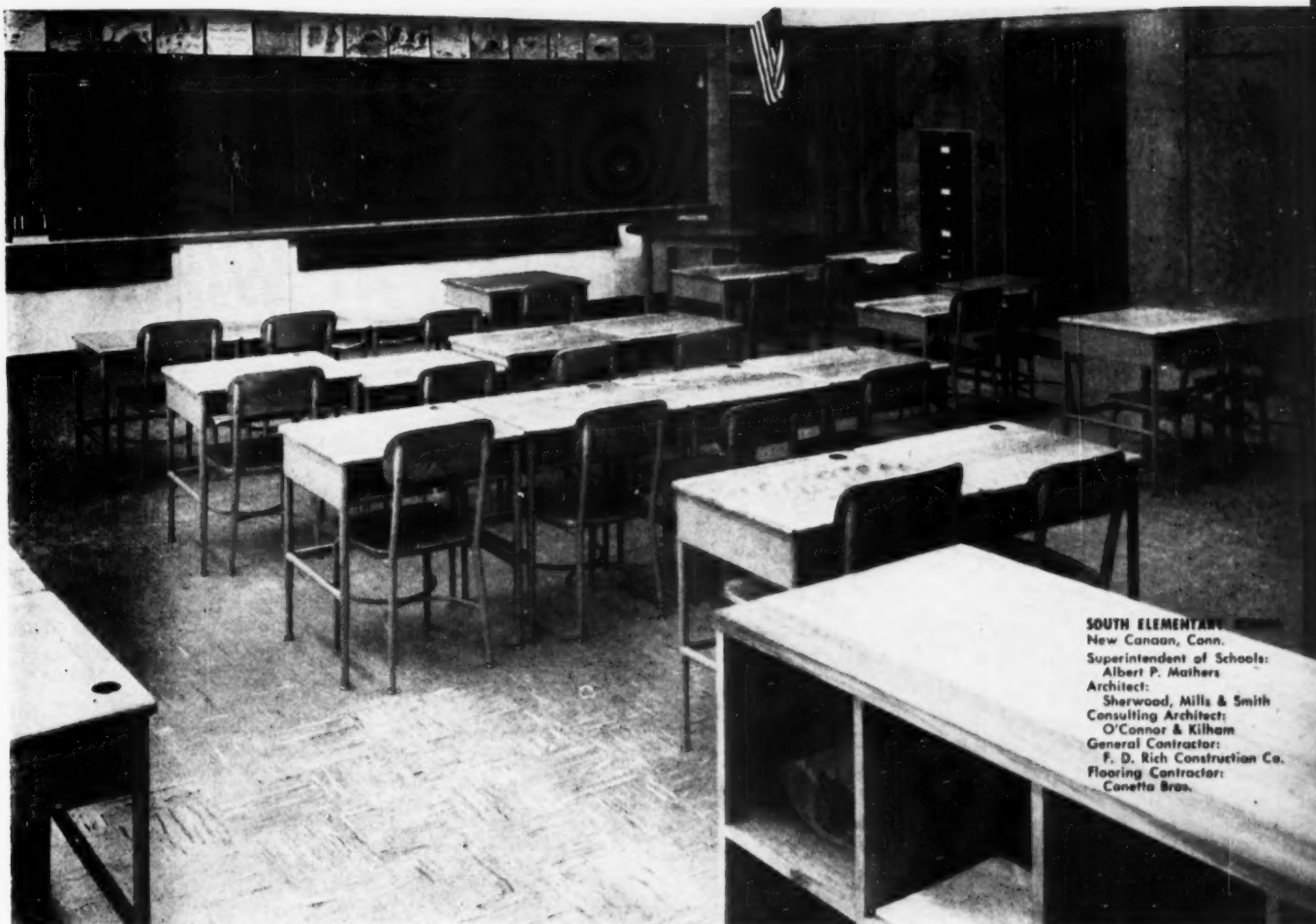
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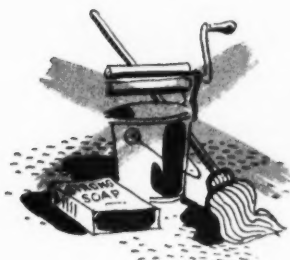
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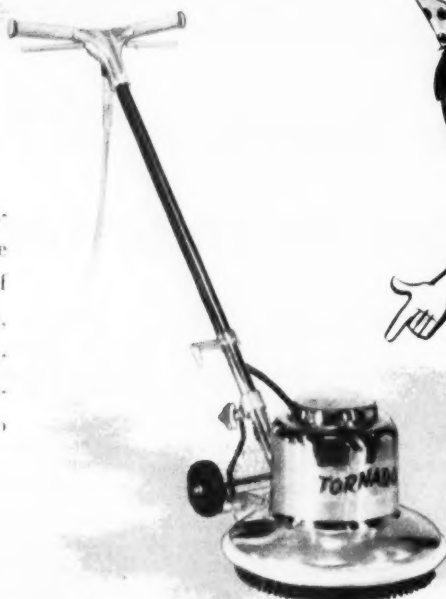
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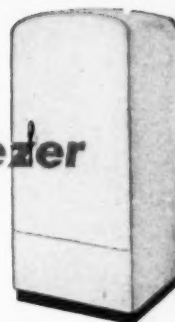
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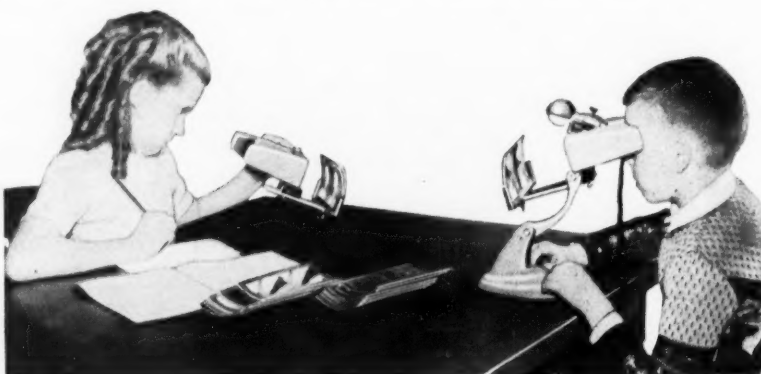
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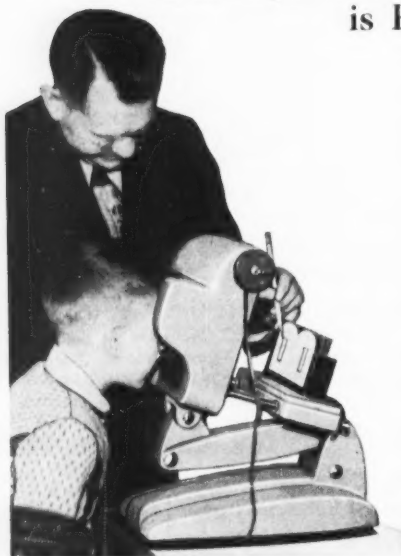
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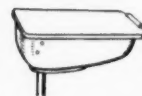
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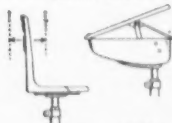


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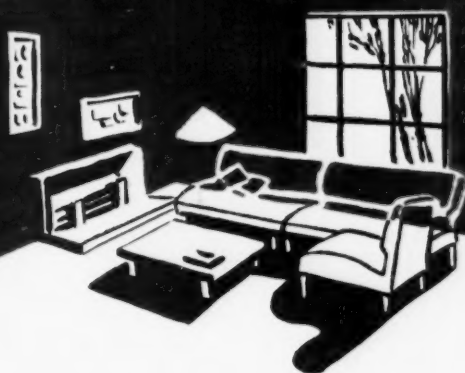
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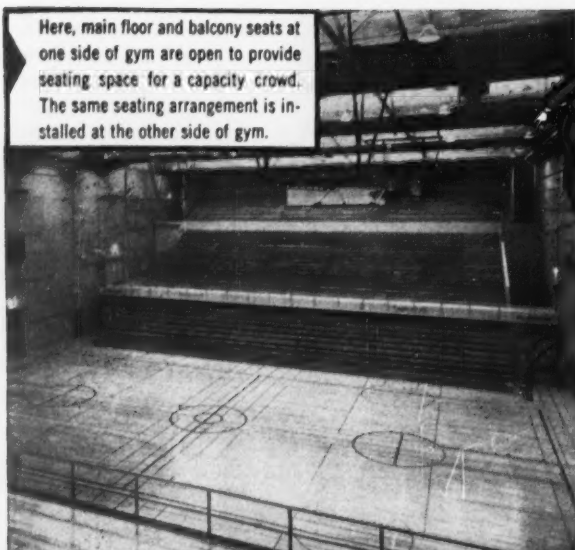
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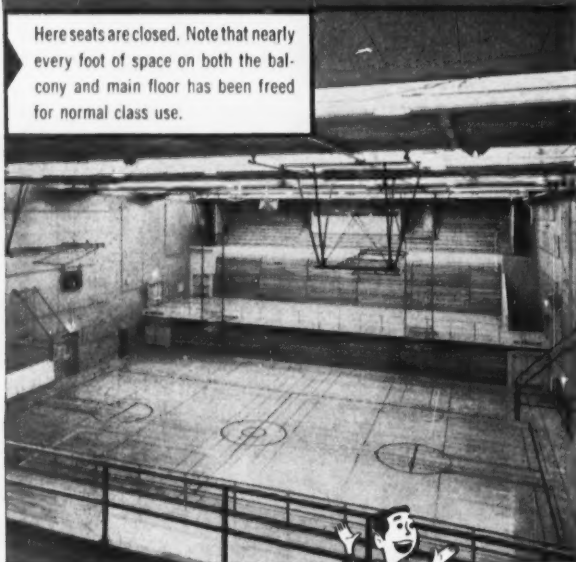
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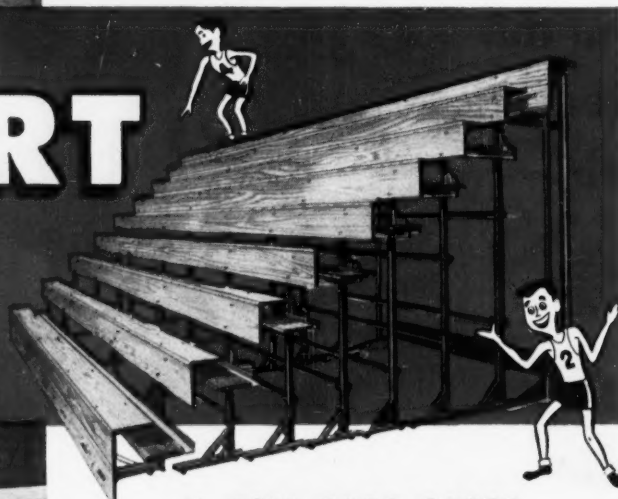
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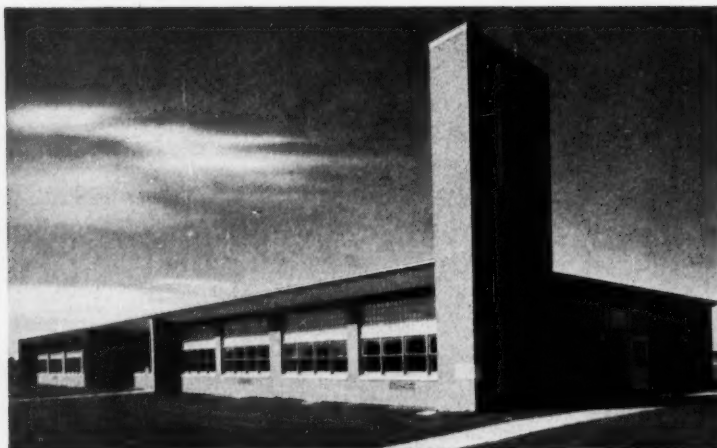
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Contractor: Thorington Construction Co.
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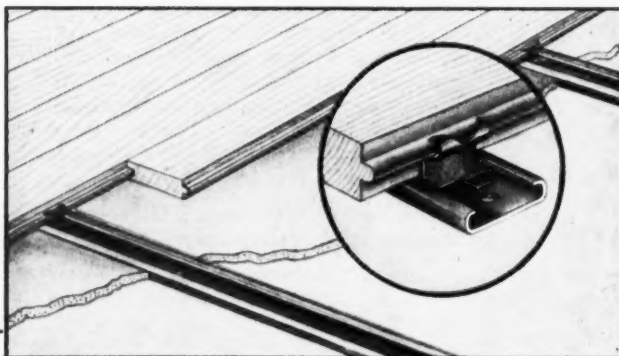
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This filmstrip series makes available to all concerned with the planning of new school buildings an overview of significant buildings designed or constructed during the past year

- Developed from THE SCHOOL EXECUTIVE Competition for Better School Design with 118 school buildings entered
- All schools illustrated were designed or constructed in the last year
- Includes outstanding schools of 27 States and Canada
- Includes the best current work of 69 school architects
- Viewing time — 12-25 minutes per filmstrip. Average 53 frames per strip
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THE SCHOOL EXECUTIVE
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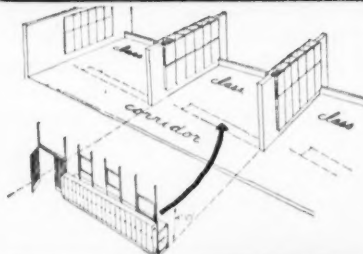
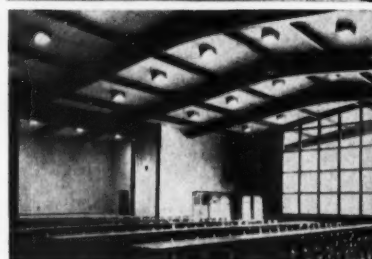
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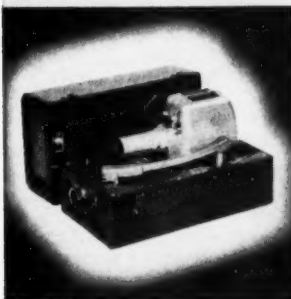
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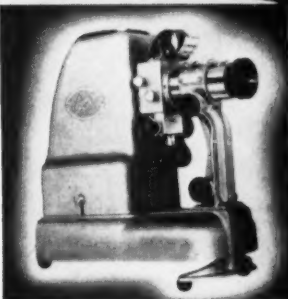
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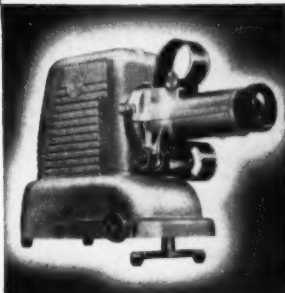


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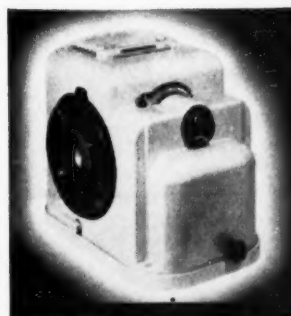
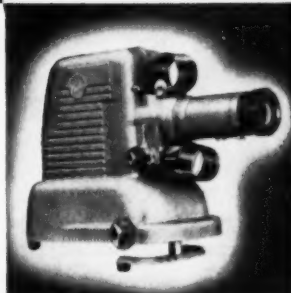
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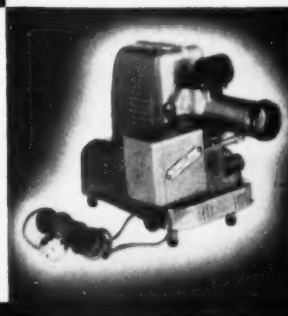
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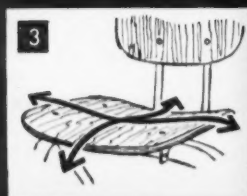
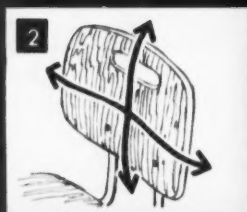
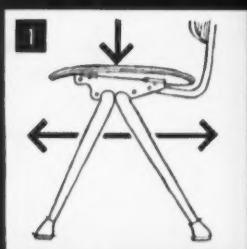
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Steps in Changing Pupil Progress Reports

by R. M. ROELFS

Mr. Roelfs is assistant professor of education at the College of Education, University of Arkansas, Fayetteville. Pupil progress reporting was the subject of his 1948 master's thesis, and this spring he made a follow-up survey of the field.

PARENTS, as well as their children, have a right to be told what progress the children are making in school. The pupil progress report, descendant of the old "report card," is the most firmly established means of telling parents how their children are doing in school.

Reporting pupil progress used to mean posting a few simple entries in the attendance registers. In the hundred-odd years that progress reports of one sort or another have been used in the United States, they have developed into the vast amount of data that is compiled, evaluated and interpreted for the extensive guidance files of many of our present-day schools.

Modern progress reports have many uses besides the obvious one of satisfying parental curiosity and enlisting cooperation and interest. In addition to this basic purpose, the ascertaining and reporting of pupil

progress helps in planning and directing the pupil's study program, appraising teacher efficiency, self-evaluation by the pupil, and in providing permanent data for the school records.

In brief, reporting pupil progress is a significant part of the educational program because it provides an opportunity for teacher, child and parent to consider what has been done, and what needs to be done and how it can best be accomplished.

Dissatisfaction with present methods mounts

Recently, as ideas about the aims of education have changed, traditional reporting methods have been sharply criticized—particularly those which measure academic achievement only.

The degree of dissatisfaction with present reporting practices can be inferred from the amount of activity

examine whole educational philosophy

allow variations in procedure at different levels

share planning with teachers and citizen groups

prepare staff, parents, pupils for change with Q-A sessions

guard against a static report; adapt it to changing school objectives

TWO MODERN PUPIL PROGRESS REPORTS

The two pages at the immediate right are from the pupil's progress report used in grades 1-6 of the Port Huron, Michigan, public schools. At the extreme right are two pages from the growth report used in Jefferson Junior High School, Columbia, Missouri. A student receives a report from each subject teacher. On another page of the report the pupil's progress in the subject is marked either "A" for acceptable or "U" for unsatisfactory in relation to the pupil's ability to achieve.

the topic has stirred up. Reporting on pupil progress is warmly discussed in education classes, research papers and educational journals; in professional meetings, workshops, faculty meetings—wherever educators gather. And there is general agreement that the reporting system of former years needs to change if it is to keep parents informed of the activities of their children in school.

Undirected experiments, confusion, behind us

How did we arrive at this present enlightened attitude? In the history of devices for reporting pupil progress, one notes first an era of satisfaction with the traditional report—the "report card"; then an era of criticism of the existing practices; and then the era of experimentation, a search for a better reporting device.

This era of experimentation—largely undirected—was also an era of confusion; many school systems had lost their sense of direction and were groping blindly for anything which was different from what they had. The era of improvement which we are now in did not begin until the objectives and purposes of reporting were analyzed and set forth.

Wrinkle and his colleagues conducted one of the most thorough of the experiments in improving marking and reporting practices. For ten years they tried out a variety of reporting and marking methods in the campus high school of Colorado State College of Education at Greeley.

The published accounts of this and other such experiments have had a far-reaching influence on the movement to improve school reporting. They gave many other schools cour-

age to attempt changes; they pointed the direction to sound revision and identified some of the pitfalls of changing reporting methods.

The attempt to find better procedures in evaluating the broader outcomes of secondary education has also been given impetus by the Eight-Year Study sponsored by the Progressive Education Association.

A study of such experiments and of successful reporting practices in other school systems is of great help to administrators who are considering revising their own systems, and fortunately the body of literature which describes ways of effecting improvements in reporting is sizeable.

It tells of successful experiences of large cities, such as Philadelphia, in which over 4,000 teachers and 200 administrators, as well as many parents and students, took part in the revision.

On the other hand, one may read how a high school staff in a small and conservative town, Old Lyme, Connecticut, worked with a group of parents for three years in promoting a more progressive report card; or how the primary teachers of Mattoon, Illinois, brought about changes so that their new reports would conform with the newer thinking on child development.

No set pattern as to who originates action

These written accounts show that there is no set pattern as to what person or group originates the action in this type of a project. In Hamilton, Ohio, the teachers took the initiative in studying the periodic progress reports and recommended some sharp departures from time-honored prac-

SCHOLARSHIP		Ma	
SUBJECTS	1	2	
Arithmetic			
Knows number facts required in the grade			
Understands the fundamental processes			
Reasons well on problems for grade level			
Reading			
Reads well with good comprehension			
Uses some leisure time for reading			
English			
Expresses ideas clearly			
Tries to correct most common errors in language			
Writing			
Writes legibly and neatly			
Spelling			
Spells words on grade level			
History			
Is interested in world events			
Knows facts expected of grade			
Geography			
Knows geographical facts required in the grade			
Uses graphs, maps, pictures, and reference material well			
Brings in materials related to topics studied			
Elementary Science			
Brings interesting science material to school			
Art			
Has freedom of expression and originality			
Good workmanship			
Music			
Shows growth in music ability			
Shows growth in response to rhythm			

tices; in Portland, Oregon, the Council of Parents and Teachers assumed the leadership in finding out what parents and teachers wanted in a report card; while in Allegheny County, Maryland, it was a steering committee of elementary supervisors who provided the stimulus for the organization of individual school committees and parent-study groups to insure the continued improvement of the reports in use. An all-city report card committee composed of teachers, counselors, parent-teacher members and administrators have agreed on a new approach in reporting pupil progress in St. Paul, Minnesota. Reporting problems have been successfully attacked on a county-wide basis in Los Angeles County, California, and Crawford County, Pennsylvania, in contrast to the usual procedure of working within an individual school.

In Akron, Ohio, a committee of

CITIZENSHIP

Citizenship is one of the most important goals of the school. This card is checked (✓) only when in the opinion of the teacher the child needs to improve in this area.

We need your help to develop your child in the qualities listed below.

	Marking Periods					
	1	2	3	4	5	6
Meets new situations well						
Gets along well with others						
All work is carefully done						
Sees what needs to be done and does it without being told						
Is dependable						
Takes good care of materials						
Claims only a share of time and attention. Waits his turn						
Conforms to standards of cleanliness. Maintains good posture. Keeps fingers and materials from mouth						
Shows respect for law and order.						
Capable of doing better work						
Too irregular in attendance to do good work						
ATTENDANCE						
Days absent						
Number of times tardy						

Marking System

O—Does outstanding work
 G—Satisfactory work for grade standard
 S—Works up to his ability
 U—Does unsatisfactory work
 Parents should consult the teacher.
 The child may be asked to repeat the grade if work is too unsatisfactory.

TO PARENTS AND GUARDIANS

This type of report is an attempt to give you more meaningful information about your child. Emphasis is placed on desirable attainment both in character and achievement.

The check ✓ in parts I to VII indicates the pupil's rating in desirable habits, traits, and attitudes. As it appears on this card, it represents the rating by the teacher. If an item is not checked, it indicates that the teacher has not had an adequate opportunity to observe this trait.

The letter A means acceptable or satisfactory progress in relation to the pupil's ability to achieve.

The letter U means unsatisfactory progress in relation to the pupil's ability to achieve. It indicates that he is doing work on a level beneath the ability which he seems to have.

Consistent satisfactory work may be regarded as failure. Consult the principal and teachers at any time.

	Parents a time.	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarters			
						1	2	3	4
I. COOPERATION: The cooperative student does his part cheerfully and works well with others.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. COURTESY: The courteous student is polite and mannerly. He shows regard for others.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. DEPENDABILITY: The dependable student can be relied upon to do his work without being watched, urged, or reminded.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. SOCIABILITY: The sociable student is cheerful, friendly, and helpful. He likes people and is tactful in dealing with them.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. SELF-DISCIPLINE: The well-disciplined student practices self-control at all times. He doesn't have to be told.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. EMOTIONAL CONTROL: The well-adjusted student controls his emotions. He doesn't lose his temper easily or become irritable and "moody".	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. WORK HABITS: The good worker concentrates on his work and doesn't waste time. He makes plans and works systematically. He finishes the tasks that he starts and turns his work in on time.	Outstanding Satisfactory Unsatisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

teachers and administrators culminated two years of discussion, planning, and evaluating by developing a manual for teachers to guide them in using the revised reporting system.

Studies of this type serve to inform us of the direction in which the forward-looking schools are headed and, probably more important, they focus attention on the valid purposes of reporting in schools and cause formulation of some sound principles of evaluation for today's teachers.

Helpful principles drawn from experience

Accounts of successful experiments in report card reform point to several principles which will be helpful to persons involved in developing or revising a pupil progress reporting system.

1. A progress report should not be static; it should change as

the standards and objectives of the school change. If these are well considered, it will follow that the report form is not changed too often.

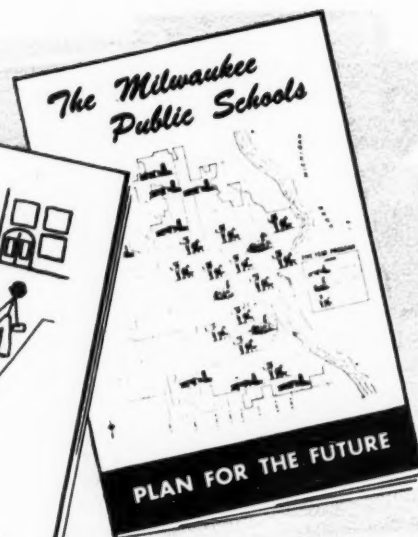
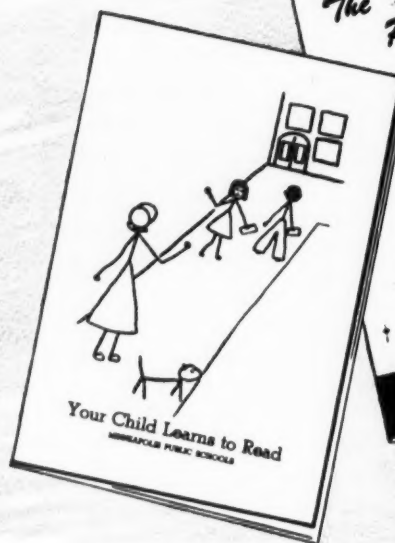
2. The first step in any change in the method of reporting pupil progress is an examination of the whole educational philosophy.
3. Reporting procedures and materials should be tailor-made for the individual school system, and modified even within a school system in accord with the variations in expected behavior and education aims at the different age levels.
4. Development of the progress report is primarily an administrative problem, but real progress demands careful planning and co-operation with teachers and citizens.
5. Changes in the reporting system

should be undertaken to benefit the child rather than the teacher; however, practical considerations such as available teacher time cannot be ignored.

6. The revision of a report form is not likely to be successful if it is a task imposed on a group.

Prepare for change with full explanations

7. School staff members, as well as parents and pupils, need to be prepared for a change in reporting methods. Explanations and question-answer sessions help to insure proper use and interpretation of a new system.
8. Pupil criticism is often valuable.
9. A small-scale try-out of a proposed revision before it is formally adopted for an entire school or school system is a sound practice.



Handbooks can help new teachers get oriented, tell parents about their child's school life, demonstrate the need for building. ("Let's Get Acquainted" is from Louisville, Kentucky.)

Let the Handbook Answer Those

by JOHN L. BRACKEN

AS ANY hard-pressed parent will testify, a five-year old can ask more (and cagier) questions than a prosecuting attorney. His conversation has more whys than a fruitcake has raisins. He's the original Mr. Quiz, junior size but senior grade!

Perhaps his whys are contagious. At any rate when he goes to school for the first time, his parents are likely to break out in a rash of questions and, this time, school authorities are on the receiving end. Parents ask: what clothes should he wear? should we label them? what are the hours? can we visit school? when? is his teacher specially-trained? will he play outdoors? what kind of lunch is served? how much does it cost? what do you do if he gets sick or hurts himself?

More and more, alert school administrators are using that useful device, the printed handbook, to answer these and all the other ??? aimed at them by anxious new-to-school-ways parents.

Such a handbook can be a sharp public relations tool, giving the what, why, and how of school regulations, stressing the positive, hopeful side

of school life and inviting cooperation from the home. Our own kindergarten handbook "School Days Ahead," for example, highlights ways in which parents, teachers, principal, and superintendent can work together to make children's experiences in school more effective. We feel such a handbook is an important cog in our big wheel of good school-community relations. The first year we used it, not a single kindergarten child cried on opening day.

Handbooks are bright, brief, easy to read

School systems everywhere are producing similar handbooks for the parents of kindergarteners and first-graders. Happily, they're making them easy to read, splashing them with color, sprinkling them with lively sketches, designing them with professional know-how.

"Primer for Presidents" (future tense), the handbook produced by South Bend, Indiana, schools has an eye-catching rust-orange cover, sub-heads in red italics to break up the book's copy; in Brockton, Massachusetts, "Getting Ready for School" is

Mr. Bracken is superintendent of schools at Clayton, Missouri. He recently helped, in a consulting capacity, with the publication of PRINT IT RIGHT, a handbook put out by the National School Public Relations Association. The handbook, by the way, will be a big help to those who are inspired by Mr. Bracken's article to put out information booklets.

shaped like a schoolhouse; "We Go to Kindergarten", handbook for parents at Roslyn Heights, N. Y., has a cover fingerpainted by a kindergarten child; "Entering School", published by Kirkwood, Mo., School District, is written so that parents can read the first section to the pre-kindergarten set, while the last pages cover things parents need to know.

The copy in good handbooks like these is warm and enthusiastic as befits the subject. Here are some sample "openers" from kindergarten handbooks now in use:

"Today was a day of high adventure for your child. It was a day of interesting new happenings of wonder and curiosity. This was the first day of kindergarten!"

"Will your Jim and Jane be five years old on or before the first day of January? If so, we welcome them

administrative regulations, philosophy of the school system, scope of the curriculum, time allotments and schedules, lesson plans and records, class management and discipline, accidents and first aid, meetings and conferences, office rules, school calendar, field trips, standardized tests, and so on. Often too, such handbooks publish information on the salary schedule, transfers, leaves of absence, physical examinations, rating, summer work, and professional growth.

To be good, a handbook must be as up-to-date as milady's newest bonnet. An obsolete handbook is about as useful as an old telephone directory just after the company has re-lettered all the exchanges. On the other hand, complete revisions of the handbook every year soon would have the most robust school budget gasping on the ropes.

Some school administrators keep their handbooks up to date by saving the type or plates or by cutting new stencil pages for such later revisions as may be necessary. Others issue new information on slip sheets to be inserted into a convenient pocket of the handbook. Still others adopt a loose-leaf design in the first place so that new pages can be added or substituted at will. But be certain you are up-to-the-minute if you use any of these plans!

Some handbooks explain curriculum to parents

Sometimes the handbook is a guide to the school's curriculum like the colorful and attractive "Your Child Learns" produced by the New York City schools. It tells in simple language how learning takes place in the lower elementary grades, answers the questions: what is meant by 'readiness'? is my child learning the skills of reading, writing, arithmetic? can I help my child at home? are the schools still teaching discipline?

In this category also is the new "How Parents Can Help Their Children with Reading," published by the Montclair, New Jersey, schools. Four young mothers and five primary school teachers worked with a psychologist, a psychiatric social worker and a children's librarian to produce this handbook, designed to suggest practical ways and means by which parents can help make learning to read a happy, satisfying experience for their children.

The committee suggested that parents: send the child to school in a happy frame of mind; show interest in the child's class, occasionally visiting it; get acquainted with the teacher; consider the child as an individual proceeding at his own rate and by his own ability. The committee also set forth a list of Do's and Don'ts for the parent listening while his child reads aloud at home.

Other reading problems dealt with in the booklet are vocabulary building, the proper method of helping a child to read a new word and how to explain an unfamiliar one.

HS booklet features Student-Parent Guide

Less frequent are handbooks for high school students like "Program of Studies" published by Gamaliel Bradford Senior High School at Wellesley, Mass. This book with its excellent photographs of high school activities is geared directly to the entering student, advising as to how he can plan his studies, indicating the guidance services available, required and elective subjects, reporting procedures, and featuring brisk descriptions of courses. Interesting feature is the "Student-Parent Guide" on the inside back cover, drawn up by a committee of parents and students to cover some sore points of teenage life and times: study vs. social life, telephone calls, after-prom dates, driving the family car, etc. This smacks of our own "Wydown Code," prepared originally in conference by students, teachers, and parents and revised each year by a similar group. The "Wydown Code"—the Wydown School enrolls ninth grade students only—is included in the Clayton Secondary Schools Handbook.

Useful especially at breaks between levels

Most forward-looking educators would agree that handbooks are needed right along thru the school system, especially at the beginning and at breaks between elementary and high school levels. A continuous stream of pertinent, attractively presented information going out to students and their parents can do wonders toward eliminating feelings of confusion, insecurity and frustration. And it pays valuable dividends in improved school public relations.

Questions

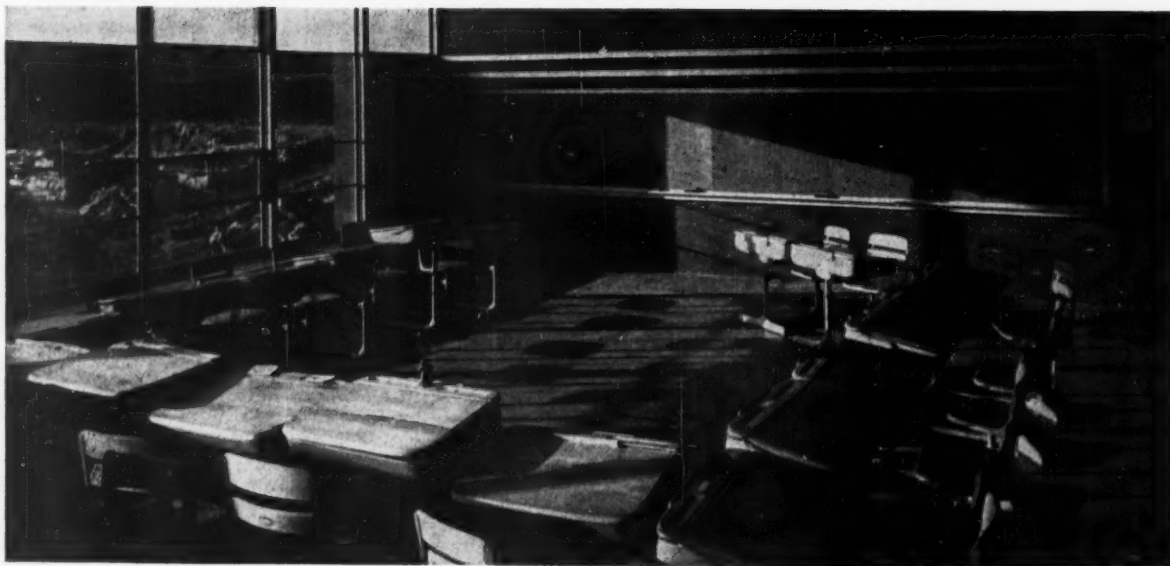
to kindergarten. . . "

"This booklet is a guide to help you as a parent and to help us as teachers in giving your child 'A Happy Year Ahead.'"

Key characteristic of these (and of any good handbook) is to present needed information in concise, ready reference form. Other items that often are included in these early-school-days handbooks for parents are the objectives of school, the school calendar, curriculum, bus service, excuses, transfers, supplies, report cards, work habits, toys, parties, books for children and parents.

The versatile handbook has other uses. Many school systems and local education associations, realizing that the properly-informed classroom teacher can be the school's most effective public relations agent, are slanting handbooks her way. For example "Hello, New Teacher", the Illinois Education Association's new publication, welcomes her warmly, and is well-salted with sound advice for getting along with parents, youngsters and colleagues.

Typical hello-teacher handbooks include items on schoolboard policies,



Not as a permanent solution, but as an immediate answer to the teacher shortage — inadequate housing — swelling enrollment problem in our elementary schools, consider . . .

by JOHN W. BEST

THE MOST CRITICAL problem facing education in the United States is the shortage of teachers and school facilities, particularly at the elementary school level. Coupled with this is the huge number of war and post-war babies now in the intermediate grades which has strained facilities far beyond their normal capacity. This trio of adversity has produced half-day sessions and over-crowded classrooms, resulting in serious physical hazards and predicting a general deterioration of educational standards.

Some frightening statistics on the plight of school facilities were brought out in the Congressional survey on educational building needs, authorized in 1950 under P. L. 815 following a request by President Truman.

In twenty-five states, which have filed complete reports, it was discovered that 264,870 pupils were housed in rented quarters and other facilities outside of school buildings; 137,274 were housed in barracks or similar

structures not designed for school use; 257,248 were housed in makeshift quarters in buildings designed for permanent school use; and 471,390 were attending school under some form of multiple sessions or some form of shortened school day.

When school facilities were classified as to age of buildings, it was discovered that 45 percent were thirty or more years old, very close to the point of educational obsolescence. In classifying school facilities as to their adequacy, the survey discovered only 21 percent of the elementary plants would be rated as satisfactory; 35 percent were rated as fair, and 44 percent were unsatisfactory as measured by the criteria of the survey commission.

No relief from present congestion in sight

All over the country, classes are meeting in hallways, cloakrooms, storage rooms, church basements, store buildings and in other places unsuited

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◀ June — August
September — May ▶

With the critical shortage of teachers and school facilities there seems little justification for jammed, then idle, classrooms. Year-round school (with children attending three quarters) would relieve congestion and might well answer as many questions as it poses.



A Year-Round School Program

for safe, healthful and effective learning activity. While conditions revealed by the survey can only be described as bad, it is certain that they will become worse in the next few years. The birth rate continues to climb, construction costs are still rising, and there is a serious shortage of critical building materials.

The much-publicized shortage of elementary teachers is a critical problem which is being partially met by issuing emergency permits to inadequately-trained, sub-standard teachers.

The proposed solution to this problem of inadequate school facilities and the inadequate supply of well-trained teachers is a year-round program, based on four, twelve-week quarters. By attending three of the four quarters, the child would spend as much time in school as he does under the present schedule. Staggering attendance to equalize enrollment over the four quarters would increase the ca-

capacity of the school plant by almost 25 percent. At the same time it would spread teaching services, and individual students would not be deprived of the present quantity of educational services or facilities.

It would be hard to imagine an efficient business organization, faced with more orders than it could fill, shutting down its plant for three months out of each year, yet this practice characterizes the traditional school schedule. School buildings and equipment represent billions of dollars in investment, and are used less than 75 percent of the time. In times like these, this practice is difficult to justify.

At the outset, it must be emphasized that this proposal does not propose an ideal solution for an educational problem. It would be a disservice to American education to recommend the proposal as a permanent pattern for elementary school education.

It is rather suggested as a possible better way of handling an emergency that is becoming increasingly desperate. It would only serve to sustain a minimum standard of educational opportunity until the time when an adequate supply of well-trained teachers and a sufficient number of school-rooms were made available.

We have had enough experience in educational change to realize that while a new plan offers certain solutions to problems, it inevitably raises other problems that must be solved. In trying to balance advantages against disadvantages, we might consider the arguments one by one.

Would make year-round employment for teachers

1. Many teachers will contend that the physical and emotional strain of year-round teaching would be excessive. This argument has merit and probably presents one of the most difficult obstacles. Some teachers

(Continued from page 57)

might not be able to teach more than three quarters out of the four. Others might find a quarter leave of absence, every second or third year sufficient.

However, many teachers would welcome the opportunity to teach four quarters each year. The plan would provide year-round employment, at the same time allowing four weeks of vacation—a week between each of the four quarters. One of the obvious advantages would be to raise teachers' salaries to a more adequate level, making unnecessary the odd job or temporary type of summer work that teachers must seek to tide them over the three months without income. (It might be added that few occupations or professions provide more than a month's vacation each year.)

Graduate courses could be temporarily redesigned

2. It is likely that teachers would find it difficult, and in some cases

impossible, to pursue graduate training necessary to secure the advanced degrees required by certification laws and professional standards. Colleges and universities could redesign their graduate programs on a quarter plan with greater emphasis upon extension work, evening and Saturday classes, and in-service programs for graduate credit carried on within the local school program. Again, the leave of absence every two or three years would provide opportunity for on-campus residence study or travel.

Summer programs might stress outdoor informality

3. Some students would have to attend school during the hot summer weather. Present experience with summer sessions at all levels of instruction seems to bear out the conclusion that effective teaching and learning can and does go on in all types of weather. Perhaps during excessively hot periods, a program characterized by less formality and more

out-of-doors activity would not only be appropriate but would actually introduce a much-needed emphasis in education.

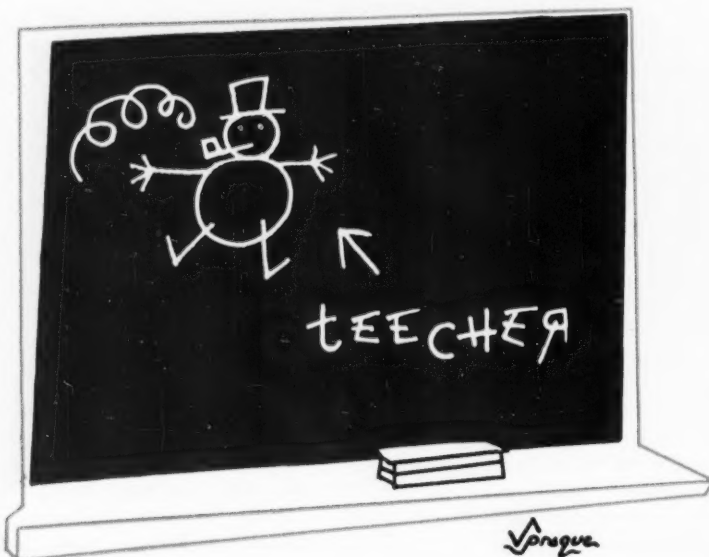
Summer sessions at Glencoe, Illinois; Rochester, Minnesota; Beaumont, Texas, and at many other places have been successful. While it is true that many of these programs were voluntary and for the purpose of acceleration or enrichment of experience, it does suggest that traditional school schedules can be and are being modified with success.

4. People are accustomed to a vacation period during the summer.

Today's children not needed for summer work

The conventional nine-month school year with a three-month vacation is hallowed by tradition. However, it originated long ago in an economy that was primarily rural, one in which children and youth were needed to help with farm work. Today, the contribution of elementary

Accentuate the Masculine



by W. A. KAMRATH

"IF THE teacher will consider these new methods carefully, she will soon discover their effectiveness and value."

Anything wrong with that sentence? "The teacher . . . she." Since when, and why, has it become customary to refer to a teacher by the feminine pronoun? Yet this usage is frequently encountered in conversation and in articles; not even the journals of the profession are exempt.

It may appear, at first thought, to be a matter of minor importance, but

Mr. Kamrath is concerned about "our failure to provide both male and female teachers during the early formative years of education." About his article, he says, "If misuse of a simple pronoun contributes in any way to the lack of male teachers, something should be done to remedy the situation. Here is an area where everyone may help."

school children in the world of work is of little importance in most areas.

5. The quarter plan would necessitate an arbitrary and difficult policy in determining which three of the four terms a particular child would attend school. Undoubtedly real difficulty would be encountered, and family vacation plans would have to be altered. However, vacationing in fall or winter is becoming increasingly prevalent, and when parents weigh the advantages of a better education for their children some, at least, would be willing to make a concession occasionally. Where there are several children in a family it would likely be necessary to arrange for all of them to attend school the same three quarters.

Might vex coaches and music teachers

6. The quarter plan would make athletic eligibility a headache for coaches and administrators, and to some extent create problems for those music teachers who engage in com-

petitive interscholastic activities. At the high school level this would be serious; but at the elementary level, to which this proposal is aimed, it should not pose a very serious problem, for here interscholastic competition has not resulted in such great community pressure to produce winning athletic or musical organizations.

Building repair need not be handicapped

7. The maintenance and repair of school buildings would present a problem since most major repairs and redecoration take place during the summer vacation period. However, even though school buildings are in almost constant use these problems can be solved in another way. By taking advantage of the slack season during the winter when painters are available, several school systems have taken care of redecorating during the night hours, without unduly interfering with the daytime use of the classroom. There would also be four sep-

arate weeks during the year when schools were not in use during which major renovation could be scheduled.

This proposal is almost revolutionary and would meet the opposition that always appears when one departs from traditional practices long entrenched in the educational pattern. However, some brave communities might try it on an experimental basis in one school district or in one school building. Obviously, the approval of the community would be essential, for changes imposed by school authorities without free discussion and community consensus are almost certain to fail.

This proposal is not a panacea, and it does not offer a solution for the long-range problem of providing adequate school facilities. As an ultimate pattern it would probably be unsound. However, we are faced with an *immediate* problem. We cannot wait for the ideal solution. It does seem to suggest a plan for doing what we must do now.

there *are* people who object—and object strenuously—to the use of the feminine pronoun. And the objectors are not all men.

When a writer refers to an individual mechanic, senator or doctor, or even to a dog, he naturally uses the masculine pronoun—although there are growing numbers of women in the first three categories, and the dog population has traditionally been made up of about equal numbers of males and females.

Historically, teaching has been done by men

Why make an exception of the teaching profession? Historically, teachers have been men. It is true that in present-day America most elementary and secondary teachers are women. But there *are* men teachers, and we hope there will be more.

"We want more men in the schools," many parents say. "Our children are being reared in the home by women and they are going through elementary and many secondary

grades with women teachers: they are losing contact with the masculine side of life. We need a better balance of men and women teachers."

"He or she," "his or her" evade the issue

We cannot do much immediately to alter the balance of men and women teachers, but we can give lip-service to the proposition that elementary and secondary school classrooms are places for men by using the inclusive "he" and "his" and "him" in referring to teachers. And we shouldn't be content with meaningless "he or she," "his or her" phrases—in the interest of grammar and the concept of redundancy, if nothing more.

Perhaps you still think it's a little thing. Let us see how insidious it can be just on the single point of teacher recruitment. A young man who from childhood up has not only known no men teachers other than the gym instructor and perhaps an occasional science teacher, but has

heard teachers unvaryingly referred to as though they were all women, is going to have a blind spot when it comes to considering teaching as *his* own profession.

Some communities seem already to have closed their eyes to the fact that there is such a thing as a man teacher—particularly on the elementary level. The author knows of a fairly new elementary school where a progressive superintendent has recently placed a young man as teaching principal. He found that so unheard of was the idea of a man in an elementary school in those parts that there were no washroom provisions made for one.

Elementary school teaching is "a man's job" too

It's high time the concepts of "a man's job" and "a woman's job" were dropped—particularly in the supposedly forward-looking field of education. So, without eliminating the feminine, let's remember to "accentuate the masculine."



Concord's citizens' committee masses for an attack on school building problems.

understanding by osmosis works in a small community, but when population zooms it takes a Plan to assure . . .

Citizen-School Agreement on Expansion

by RADCLIFFE MORRILL

Mr. Morrill is superintendent of schools in Concord, Massachusetts. He has agreed to write an "... and then what happened?" sequel for **SCHOOL EXECUTIVE** when the fate of the project here described has been determined.

LIKE so many communities throughout the nation, Concord, Massachusetts, is again in the process of planning additional space for rapidly increasing school enrollments.

For years Concord has been a small conservative community numbering between six and eight thousand inhabitants. The town is chiefly residential and many of its business and professional people commute daily to Boston, 20 miles to the east.

Enrollment growth rate doubles in 3 years

Since 1950, when the last school building construction was completed, a sudden spurt in population has taken place. Most of the town is zoned for acre and half acre house lots. In spite of this, more than 350 permits have been granted since 1950.

The exodus of families from the

city and heavily populated suburban areas has now crossed over the Concord borders. The increase in population since 1950 is already greater than for the twenty years prior to 1950. School enrollments have doubled in annual rate of growth.

Thus the background of Concord's sudden growth parallels closely what is going on in many small communities located just outside what was formerly considered to be the suburban area of a large city.

In the past, as the town needed to consider expansion of school facilities, the moderator at town meeting would appoint a citizens' committee to study school needs and propose plans for meeting the needs. Often as not the school committee would not be represented formally on this committee. However, because of the smallness of the town, it was easy for coordination

and cooperation to take place between the citizens' committee and the school authorities on an informal basis.

In the fall of 1952 it became quite evident to the school committee that substantial additions to the school plant would soon become necessary. The desirability of including the school committee and the superintendent of schools in the total planning program was obvious. It was also evident that because of past tradition and because of the necessity of obtaining the backing of a well-informed citizenry, the school committee could not hope to resolve the problem singlehanded.

Civic organizations send representatives

To widen the base of citizen participation and to insure opportunity for groups of townfolk with differing points of view to be represented, the school committee invited thirteen civic organizations in town to select representatives to serve on the citizens' advisory committee for schools.

The first joint meeting of the Citizens' Council and the School Committee was held in late December, 1952. At this meeting a mimeographed booklet containing facts about population trends, building permits, birth rates, school enrollments, etc., was distributed to each member of the Citizens' Council. A subcommittee was appointed to get a quick bird's-eye view of the total problem and recommend an appropriation figure adequate to meet costs of preliminary planning. A time schedule was agreed upon which sets 1953 as the planning period, and March, 1954, as the time when a request for appropriation for construction should be placed before the people.

Collect pictures, plans of new schools

At its second meeting the Council heard more evidence to substantiate statistical figures in support of needs. Then materials were distributed which gave each member an overall view of present school facilities. Finally a sketch of several proposals to meet future needs was presented. At this meeting a subcommittee was selected to have charge of press releases, and another subcommittee to arrange for speakers to tell the story to various civic and social organizations. Plans were also laid to provide

conducted tours of present school buildings and to visit new school houses in neighboring towns. Collections are now being made of photographs and floor plans of new schools being constructed throughout the nation.

Procedure for planning outlined

The first test of this organizational plan passed muster at the annual town meeting when the townfolk unanimously voted an appropriation which enables the School Committee and its Citizens' Council to employ expert help and architectural assistance to carry forward their planning. This is taken to be an expression of the town's approval of the new method being employed to attack the problem.

As the committee enters the next stages of planning, much study and research will be required and much discussion will ensue. (1) It is planned to break down the committee on the whole into subcommittees, each responsible for probing deeply into one area of concern. Final decisions based on reports of subcommittees will be the responsibility of the whole group. (2) As study and research proceeds it is planned to seek participation of other citizens, teachers and pupils. (3) As the work of the joint committees progresses the following matters will be considered:

What are the educational needs which the proposed expansion program must provide?

A. Classrooms:

1. Do our present classrooms permit us to carry out successfully our present educational program? Are any desirable opportunities missing or ineffective because of lack of facilities?
2. How does our program compare with that in other communities? In what respect do physical facilities effect these comparisons?
3. What sorts of classrooms are being constructed in other communities throughout the nation? (This can best be answered by studying plans and descriptions of recent school construction which appear in many recent periodicals.)
4. What educational trends and techniques appear to be developing which must be considered in the planning?

B. Other Facilities:

1. What facilities such as administrative offices, clinics, work rooms, storage rooms, assembly halls, playrooms, gymnasiums, all purpose rooms, etc., do we now have? What others do we need?
2. What about combination or multi-purpose facilities?

When agreements are reached in respect to the above questions, expert and architectural assistance will be employed to express these needs in terms of blue prints. Following this step, cost estimates will be made and probably followed by further checking of needs and plans to insure a most efficient and most economical school plant.

Throughout the process the citizens of the community will be informed by periodic progress reports culminating in a brochure which will outline proposals, preliminary plans, estimated costs, and financing procedures. Finally, the citizens will be called upon in March, 1954, to appropriate funds for construction.

Wide participation means wide support

The procedure which Concord has adopted for meeting this problem probably finds its uniqueness in the sequence and in the methods of attaining school and community cooperation. There are few if any stages in this process which have not been used in other towns and cities. It is believed, however, that the plan as a whole does have the advantage of wide community participation and broad understanding of all details involved in the problem. Many a fine schoolhouse in the nation has been delayed or has never left the draftsman's table because of lack of community support. Most communities will support what they want but they cannot determine their wants until they understand the real needs and are convinced that the best means of meeting these needs are inherent in the proposals for action.

The function of the superintendent is to provide all possible means for the citizens' committee to see and understand good educational practices, to be aware of the best and most efficient plant facilities in the area, and to constantly hold before the committee the basic purpose of the whole enterprise—the welfare of the town's school children.

Consolidation Also Means A Unification of Goals

by FERD J. KIESEL

EXAMINE fourteen boards of education, fourteen groups of administrators and fourteen different teaching staffs, and you'll be doing well to come up with only fourteen different theories about the purposes of education.

Four years ago, when fourteen school districts in the growing city of Concord, California, were joined to form the Mount Diablo Unified School District, the administration realized that reaching agreement on the purposes of education within the new district would be a major problem.

It wasn't a problem which could be quickly solved by issuing a directive—the effectiveness and efficiency of the personnel in the district would be impaired if a solution were handed down without adequate planning.

Recognizing the need for comprehensive planning, the superintendent's staff set up machinery for fostering planning. It was deemed wise to include as many in the planning stage as possible: lay citizens representing the various communities

which make up the large district; students with different maturity levels and economic backgrounds; teachers from all grade levels and schools; administrators from within the schools, central office personnel and board of education members.

In-service training courses were set up, using the facilities of the University of California and of San Francisco State College. Consultants were called in from the Office of the County Superintendent of Schools and from the State Department of Education. A comprehensive survey of the community was made including a study of the general nature of the communities, the mobility of the population and the socio-economic backgrounds of the citizens; and a survey and analysis was made of the schools, including a study of the pupils, the existing curriculum, the school plants, and the certificated and non-certificated personnel.

The findings were then made available to working committees of lay and professional people. These committees were set up on both horizontal and vertical bases and included almost all teachers and school personnel of the district. Suggestions were submitted by individuals and groups.

Studies were also made by the committees of purposes of a democracy. Such things as the Constitution of the United States, the works of the Educational Policies Commission of the National Education Association and of the State Department

of Education, and existing objectives and statements of philosophy within the district were used as bases for many group discussions.

Each of the various groups then submitted a number of purposes of the educational program. An editorial committee studied the various proposals and set them down in clear, concise form. The work of this editorial committee was then submitted to the working committees for clarification and improvement. The editorial committee again and again went through this process, each time resubmitting the revised statements to the working committees. After two and one half years of work, the school district agreed on the following statement of the purposes of education:

We believe that the Mt. Diablo Schools should provide for each student experiences which will enable him to attain a useful place in our society. Such experiences should enable him to acquire information, establish attitudes, and develop habits and skills that will empower him to become a loyal citizen with ability to express himself, realize his desires and live with the dignity befitting a human being.

We believe that education then has two distinct functions: responsibility to the individual and responsibility to society.

We believe that responsibility to the individual may best be realized when these experiences:

1. provide meaningful situations

Mr. Kiesel contributed his share in the development of Mt. Diablo's "unified" philosophy of education. He is Assistant Superintendent in charge of instruction at Mt. Diablo Unified School District, Concord, California.

The situation: 14 California districts were consolidated into the Mt. Diablo Unified School District.

The problem: 14 (perhaps more) different philosophies had to be merged into a common set of purposes of education.

The solution: 2½ years of study and planning involving administrators, teachers, board members, office personnel, students and citizens. This produced . . .

An agreed-upon statement of education goals outlining education's responsibility to the individual and to society. Now comes . . .

Implementation of the philosophy into a sound educational program—a task considerably lightened because of the guiding statement of goals.

for the mastery of the basic tool subjects so that the student may make functional use of them;

2. provide opportunities for the student to make choices, to think critically, to experience success, to deal with failure intelligently, and to respect and respond to authority;
3. give the student a feeling of personal worth, security, self-assurance, emotional stability, and a sense of responsibility for his own behavior;
4. develop an understanding of, and give training in, the practice of the principles that make up physical and mental well-being;
5. develop a knowledge and appreciation of various vocational pursuits and give practice in those which best meet his individual needs, potentialities, capabilities, and interests;
6. assist the student in the practice of moral conduct and in the development of a direction for, and the perpetuation of, the spiritual values of life;
7. provide for the recognition of the need for, the development of, and participation in worthwhile recreational and leisure-time activities;

8. encourage the development and appreciation of, and participation in aesthetic and creative arts.

We believe that responsibility to society may best be realized when these experiences:

1. develop an appreciation and an understanding of our American heritage and a desire to improve and uphold it by accepting the responsibilities of citizenship in local, national, and world affairs;
2. provide for a study and understanding of the cultures of the people of the world and their philosophies and government;
3. provide opportunities for the understanding of our scientific world and its importance in the development of our society;
4. develop an awareness of the unique function of public education in our American way of life;
5. develop a wholesome attitude toward, and a firm foundation for, the responsibilities and skills of family life;
6. develop a respect for, and an understanding of, the rights, privileges, and contributions of other individuals and groups.

We believe that the responsibility to the individual and to society can best be met when these experiences:

1. are adjusted in degree and scope to the intellectual, emotional, and physical capacities of the student;
2. are related to past experiences and to future goals and are a part of a continuous process of education;
3. are provided in an environment of sincerity, kindness, affection, and mutual respect on the part of parents, teachers, students, and administrators.

The Mt. Diablo Unified School District knows where it is going. The work of implementing the philosophy of education is now progressing. Curriculum committees are at work planning courses of study and educational experiences and developing policies on supervision, grouping, promotion, parent conferences and many other phases of the program.

We think that the philosophy of education as set up will guide these committees to do the job in a better, more cooperative way. We realize, however, that ours is a dynamic society; perhaps our communities will change, and with them our philosophy of education.

A Junior High Core Program for Slow Learners

by ROBERT M. SEELEY

Children learn to read at different rates*

You may find any or all of these children in your classrooms.

David reads anything and everything. He has an encyclopedia of his own at home and looks up interesting facts, which he contributes to the learning activities of his class at school.

Susan loves fairy tales. Her mother says she "reads herself to sleep" each evening.

Joe likes sports and games. He keeps up well with his class in reading but does little reading on his own. He is a typical "average" pupil—energetic, likable—a real boy.

Mora has always been slow. She can read a third-grade book fairly well, but she will find middle-grade reading beyond her depth.

Jim flounders hopelessly in any book beyond the Book Two level. He flounders a bit even there. He definitely needs special help in reading.



* These sketches and explanation lines are reprinted from the teacher's edition of *Just Imaginel*, a new transition reader which is easy to read, but interesting and mature in content. (*Just Imaginel*, by William S. Gray, Marion Monroe, A. Sterl Artley; Scott, Foresman and Company, 1953; 255 pages, \$1.80.)

WHAT can be done to help the child with exceptional learning difficulties? These children are often unable to achieve successfully without special assistance.

To provide for their needs, the public schools of Kansas City, Missouri, have developed a special program on the elementary, junior high and senior high school levels. Of the several schools taking part, Northeast Junior High is one.

Northeast Junior, in its efforts to meet the needs of these exceptional children, has developed an integrated program of instruction from the seventh through the ninth grades. The primary purpose of the program is to provide successful learning experiences in which the child will find better social adjustment, not only in school situations, but in all life experiences.

Social adjustment and scholarship sought

By aiding him to overcome the difficulties confronted in the classroom and encouraging his cooperation in working with others, it is hoped that he will find a more satisfactory life adjustment than that he has previously known. Self-discipline is stressed as a means to greater personal freedom in the social situation and as a method of achieving

Mr. Seeley is one of the four teachers who handle the core curriculum program for slow learners at Northeast Junior High, Kansas City, Missouri. They and the educational counselor prepared the article under the direction of Principal William Englund.

**. . . this Missouri schools' program
helps slow learners throw off defeatism
and adjust without making them feel
"different"**

success in daily work. In addition to encouraging better social adjustment, improved scholarship is sought.

One of the basic reasons for inferior scholarship among these students is poor reading ability. Reading improvement is therefore considered the most important academic goal of this program. Through various methods, group and individual, improvement of the readers' verbal ability is undertaken.

**Slow group does not
feel segregated**

At the same time, an increased ability to understand the printed page is sought. As the child increases his ability to read, it is hoped that his desire for learning will increase. Through this, and the development of work and study habits, it is anticipated that greater learning progress will result.

The criteria for selection of students to be enrolled in these adjusted curriculum classes are several. Frequent failure in academic situations, lack of social adjustment in the classroom and reading difficulties have been the major considerations.

Recommendations and selections of children to be included in this program have been made with the assistance of the director of special education, principal, vice-principal, education counselor, and teachers who know the students under consideration. Where desirable or necessary, parents have been consulted. In all cases we have sought, successfully, to give the child the impression that membership in such classes is a privilege; that he has not been placed in a segregated group.

The materials used in these special adjustment classes have been selected to provide a sequence of learning

experiences from grade to grade. In this way monotonous repetition is avoided and the work of one grade level provides a background of experience for the next.

Because reading difficulties are probably the greatest problem facing children in these classes, the materials selected are usually three grades lower than the grade for which they are recommended. In order to minimize the segregation factor the main themes for each grade level are approximately the same as in the regular classes.

Audio-visual aids are used quite frequently and are usually related to the course of study. Occasionally, some are used even though unrelated to the course of study in order to increase the scope of their educational experiences. At all times, the material is treated flexibly enough to meet the different interests, needs and abilities of the students. The primary goal is to provide the child with success experiences and to build within him a feeling of self-confidence, self-importance and group responsibility.

The course of study for these special classes is based upon a combination of social studies and the language arts. In the seventh grade, special emphasis is placed upon good citizenship, and how people live and work together. Functional citizenship in American communities is again stressed in the eighth grade, with American history and geography, geared to their learning level, being used to make the meaning clear.

Emphasis in the ninth grade is placed upon the values of world citizenship by making the pupils aware of the people of other countries and how they live. Students are led to realize the importance of international cooperation in relation to the

interdependence of nations in the modern world. Simplified forms of world history and geography are used to build these concepts within the minds of the boys and girls. This course of study prepares the students for a more serious consideration of world history, which they study in the tenth grade.

In each grade level, the boys and girls subscribe to a nationally distributed school magazine. These magazines, while providing challenging reading material, help to broaden their interests, providing them with a better background for improved reading.

Current happenings and a study of the growth of democracy are used in the ninth grade to teach about the form and structure of our government and citizenship responsibilities of the individual. The recent national elections were used to good advantage in this way. Effort is made at all times to develop proficiency in the language arts, through the use of the social studies and science materials.

The language arts are used on all three grade levels to increase the reading ability of the boys and girls. English is taught from a functional standpoint, thus assisting the students to better analyze the structure of a sentence and to grasp its meaning more easily. Spelling is taught as a method of increasing vocabulary and reading ability. Special skill texts are employed to teach phonics and other basic reading skills.

Self-expression through speaking and writing are taught as aids to better reading, in the belief that associating good English in all mediums will greatly aid the students to increase their verbal ability, improving his ability to understand more easily

his reading material. The entire reading program is aimed at gradually bringing each pupil up to his maximum performance level.

This type of specialized program demands a great deal of personalized instruction if the varying needs of the individuals are to be met satisfactorily. For this reason, the enrollment in these classes is limited to twenty or twenty-five students.

In order to give the teacher ample time to properly develop the course of study for the maximum amount of benefit per pupil, each group spends two and one-half periods each day in these special classes. In this way provision can be made for supervised study periods and opportunity

large number, once dissatisfied with the school environment, are finding new pleasure in the learning situation. Many look forward to continuing in the program from year to year.

No social stigma has been placed upon the children enrolled in this program. Their participation in school affairs has continued and in every sense they are active participants in student-body functions. Opportunity to associate with students in regular courses of study is provided in that these students may themselves enroll in many of the regular classes. Under wise and careful guidance they do not get into classes which will proceed too swiftly for them. The courses

more creative activity could sometimes be used to better advantage. This, of course, calls for a greater diversity of equipment and materials and far more laboratory space in which to carry on long-term, curriculum-related projects.

Favorable parental attitude important

If ever an educational program of this type is to be highly effective, the parents of the boys and girls involved must be brought into closer touch with the aims, goals, and purposes of formal education. Many of these students come from homes which belong to the lower income groups in which attitudes toward education are often not very favorable. If parental attitudes could be more favorable, the children would take more readily to the serious task of self-improvement through formal education.

In order to attain this, closer cooperation is needed between the teacher and the home. The social distance between them must be lessened. This would bring the teacher into closer contact with the home situation thus better acquainting him with the cultural, social, and educational needs of the child; this acquaintance resulting in increased benefits for the student.

Northeast Junior High School feels that its program for the child with exceptional learning difficulties is making a contribution to the welfare of the children concerned. Many students who would otherwise become discouraged, fall behind, and later drop out of school, are thus, better prepared to take on the responsibilities of high school work. Some will continue in the special classes after reaching high school while others, having attained average academic performance, will successfully undertake regular work.

More can adjust: drop-out rate lowered

It is our hope that this program is not only aiding boys and girls to become better adjusted to the school community and to gain more from the years of their formal education, but that it is also preparing them for living in our modern society and for meeting and overcoming the complex problems which will daily confront them. In short, we hope that we are helping to make them good citizens.

In this Issue

- **you can increase your number of teachers and classrooms by one-third immediately! John Best tells how on page 56.**
- **if your lunchroom is not all you could desire, you'll take heart from the School Lunch article, page 141. It tells how one school "serves lunch in a nutshell."**
- **turn to page 68 to find out how to go about setting up a model policy guide for your school district.**
- **John Bracken will convince you of the public relations value of pamphlets, if you'll spend a few minutes with his article on page 54.**

is present for improving the work and study habits of these boys and girls.

This program for children with exceptional learning difficulties apparently has great educational value. For perhaps the first time in their school experience these boys and girls are finding academic success and are gaining a sense of accomplishment that has in many cases completely banished the feeling of defeatism that has overtaken many.

Students who were formerly discipline cases because their work was far beyond their understanding and ability have become happy, well-adjusted citizens in the school community. Social adjustment has not been realized in some cases and there is much to be desired with some, but a

of study undertaken in the special classes parallels, as closely as possible, that of the regularly enrolled students.

While the program has experienced some success in attaining its goals, there is much to be desired. There is a great need for more and better suited materials. Text books and other materials written within the prescribed limits of a given curriculum on a certain grade level, but on a lower level of reading difficulty, would be of great value to this type of educational program.

Improvement in teaching methods and techniques is needed, even though the teachers involved are now doing a splendid job of instruction. In some cases purely academic work has been too heavily stressed while

Is It Time for Typewriter Replacement?

by J. WILSON GETSINGER
and CHARLES W. PATRICK

WHAT IS a sound policy, both instructionally and financially, for the replacement of typewriters?

Before deciding on a policy for the San Diego Schools, we decided to see what school systems in some of the major American cities are doing. The answers to queries sent out to 68 cities may prove helpful to other school systems who are thinking of establishing or revising their policies of typewriter replacement.

A summary of the replies, as shown in the accompanying table, indicate that five of the 68 cities have a replacement policy of three years. The average is about six years, however the majority favored replacement every five years. It should be noted that none of the replies recommended keeping typewriters longer than ten years.

A recent article on typewriter replacement by Howard Ulrey, in *Office Executive*, summarized the attitude of the typewriter manufacturers. Ulrey shows figures to prove that it is most economical to trade in typewriters after five years of service, in an average situation. He estimates a cost of \$26.00 a year on a four-year basis, \$23.00 on a five-year basis, and \$23.66 on a six-year plan.

Older machines costly, reduce learning speed

The San Diego City Schools formerly contracted for typewriter repair service until three years ago when the district established its own maintenance shop and crew. From

Mr. Getsinger is Supervisor of Business Education and Mr. Patrick is Director of Vocational Education with the San Diego, California, City Schools.

Typewriter Replacement Policies in 68 Large Cities

Replacement Figure	Present Policy	Believe Most Advantageous
3 years	5	12
4 years	7	8
5 years	9	20
6 years	5	3
7 years	6	3
8 years	1	2
9 years	1	4
10 years	9	7
12-13 years	2	0
14-15 years	1	0
20 years	1	0
No policy	21	—
Undecided	—	9
Median	6 years	3 years

Using the first horizontal line as an example, the table should read: It is the present policy of five of the 68 large city school systems queried to replace typewriters every three years; however twelve favored three-year replacement.

his limited experience some estimates of costs per machine per year have been established. It has been found that older machines require more attention and considerably raise the maintenance cost. It has also been roughly established that major repairs, or an overhaul, are needed on the average of every three years after the fourth year.

Taking into account the trade-in values and increasing costs of maintenance and overhauls on older machines, the total cost of buying, repairing or replacing typewriters for classroom use in San Diego seems to be about as follows:

3-year basis..\$20.00 per year
5-year basis.. 16.50 per year
10-year basis.. 15.00 per year
20-year basis.. 15.00 per year
Of equal or greater importance,

however, is the matter of educational efficiency. This is not easily put into concrete figures. We believe that increased time out of use with the resulting loss of teacher effort and pupil practice, learning of skills which, on obsolete machines, become out of date, and student rejection of older machines begin to be significant after about five years.

Thus from both instructional and economic points of view, the best time to replace typewriters appears to be after five to seven years of use. Machines can be operated for six years without major overhaul, with a good trade-in value, at low repair cost and with little loss of instructional time. We therefore believe that about one-sixth of our instructional machines should be replaced each year.



San Diego administrators are shown drawing up a draft of the model guide to board policies and administrative procedures...

Compile Board Decisions into a

by JACK M. RAND
and RICHARD STAFFORD

OVER the years, any Board of Education deals with many problems involved in providing adequate educational programs. The official action of the Board is usually crystallized in policies which are recorded in their minutes. Unfortunately, in most cases these valuable guides to future action remain hidden away in the Board minutes.

Today, as the work of all who play a part in school administration grows more complex and exacting, they are looking for help in knowing what to do and how to do it. A well done compilation of their own considered

decisions would seem to be invaluable.

Recognizing this need, the Office of the Superintendent of Schools of San Diego County, California, last year developed and distributed a sample portion of a Model District Guide to Policy and Procedure, together with advice on how individual districts could develop their own guides.

The Model Guide presents as a sample a set of minimum essential policies and procedures recommended for one area—that of school business services. The work was the year's project of the Finance Committee of the Association of San Diego County School Administrators.

Guide sets up policies and corresponding procedures

The separation of policy and procedures is underlined by a two-column makeup. The left-hand column, headed "Board Policies" states policy on, for example, school bus drivers.

Opposite this in the right-hand column, headed "Administrative Procedures," are set forth the steps the administrator concerned is expected

to take to implement the stated policy.

A further distinction is made between procedures and instructions. The latter, which provide the detail of how procedures are to be followed, are not to be included in a district guide, but will appear in the form of superintendents' bulletins and directives. Here are the suggestions for developing district guides given in the introduction to the Model Guide:

District guides should reflect group consensus

"These suggested policies and procedures are offered as samples to help you in thinking about how you will develop your own district guide. They are, of course, not intended for wholesale adoption, although with additions, modifications and possibly eliminations and replacements they might be adapted to fit the needs of a particular district. But whether these or some other samples are used as a model, in developing a guide we must start with people, and with people where they are. This means that in some cases we may have to make temporary compromises with

Dr. Rand is Assistant Superintendent of the South Bay Union School District, Palm City, California; Mr. Stafford is Chief of Business Field Services for San Diego County. The authors worked with the county schools' finance committee in developing the Model Guide.

... As a guide for individual districts, it outlines the assembling of official policies into one convenient document.

SCHOOL EQUIPMENT	
Board Policies	Administrative Procedures
A. The district will provide free of charge all books, supplies, and equipment necessary for pupils to satisfactorily complete the course of study.	A. The administration of the district will, through cooperative planning with all personnel concerned, establish current standard lists of minimum books, supplies, and equipment essential to the completion of the course of study.
B. An adequate program for the care and maintenance of all school supplies and equipment of the district will be established by the administration of the district.	B. (1) The district superintendent will assign a person to be responsible for the maintenance of school supplies and equipment. (2) Permanent district service records will be maintained by the district office on all operating equipment.
C. An adequate replacement program for school supplies and equipment will be established by the administration of the district.	C. The person responsible for the maintenance of school supplies and equipment will establish a replacement program for these items.
D. School equipment may not be loaned for activities taking place away from the school premises.	D. The district superintendent will receive all community requests for use of school equipment.
E. Pupils or their parents or guardians shall be liable for school property loaned to the pupil but not returned upon request, and shall also be liable for any damage to school	E. (1) The principal will call in for a conference the parents or guardians of the pupils concerned in all cases of damage to school buildings, equipment, or other property.

Policy-Procedural Guide

our ideas of best practice, or perhaps postpone considering a policy which is emotionally charged.

"The district superintendent will give leadership to a representative group or steering committee which is assigned responsibility for developing the guide. This group may start by examining board minutes and minutes of the administrative council, and doing other necessary research, but its major task will be that of securing the reactions and cooperation of school personnel, board members, and others who will be concerned with the policies that are finally adopted. The object will be to involve all those persons working in a given area of responsibility in the analysis of needs and requirements as well as in the actual stating of the policies and procedures for the area. Every statement resulting from such a process will reflect group consensus in harmony with local policy and state law.

"The initial concern in developing a guide will be to select an area or areas which can be treated systematically so as to include at least the minimum essentials concisely stated,

thus providing an operational framework to which other policies and procedures may be added later. School business services was considered such an area, which is the reason that it was selected for this model. But of course business policies and procedures are only one aspect of the comprehensive guide needed by a district—curriculum, credentialed personnel, pupils, community relations and other areas will be represented in the fully effective district guide."

Sampling outlines comprehensive coverage

Those who worked on the model guide feel it will be of value to district superintendents and their Boards in developing their own district guides. The sample statements should provide concrete examples against which they can measure their particular needs.

It should also help by reminding administrators and Board members of all the items which should be treated in order to have comprehensive coverage in a given area such as school business.

Equally important is the example

it sets of what to leave out of Board policies and put instead into administrative procedures, as well as what to leave out of the guide altogether as better adapted to treatment in administrative instructions.

Experience so far in the use of this model by districts developing their own guides to business services indicates certain goals that should be kept in mind. Both the policies and the procedures statements to be included in the guide need to be brief and clear, with details of execution left to administrative instructions which will be published for the particular functions.

Policies should be adopted because they are needed now, not because they may some day come in handy. Phrasing of the statements needs to be as friendly and democratic as is possible. All who are expected to carry out the policies should have a part in developing and stating them.

Once adopted, policies and procedures should be published as a unified document with an attractive and orderly format permitting ease of reference. Then the guides should be made available to all concerned



South Shore teachers exchange visits, and then techniques, in a project they helped develop.

Teacher Intervisitations

by N. J. NELSON

SUPERVISION of instruction is an administrative responsibility that is easily neglected in that it is not a "deadline" duty like reports and payrolls. The program is equally as balked when the administrator feels this is a task with which he must concern himself without delegation as when he takes the view that only "experts" can provide this service.

This is the story of a small school system whose principal and teachers forswore temporizing and are actively working for improved instruction.

It began in a teachers' meeting where the improvement of instruction was being discussed. A teacher new in the system asked, "Why can't we visit the classes of some of the more experienced teachers?"

An experienced teacher countered, "I should think it would also help those of us who have been here longer to visit the classes of the new teachers." Agreement being general on these points, it was also agreed that there would be much merit in having the new teachers visit other new teachers, and that the more experienced teachers need not confine their visits to the new teachers' classes.

Dr. Nelson is Supervising Principal at the South Shore Public Schools, Port Wing, Wisconsin, where this intervisitation project was begun last year.

The supervisor viewed this as a very positive approach to the entire area of classroom supervision of instruction. He offered encouragement, cooperation and direction to help realize the project.

Having accepted the idea that they might do a better job of teaching by helping one another, the teachers decided that machinery should be set up through which the idea could effectively operate.

It was suggested that since this was to be a two-way communication, with both the visiting and the visited teachers gaining, "intervisitation" would be a more meaningful name for the activity than "supervision." Intervisitation was defined as "an exchange of ideas and techniques that will improve the conditions surrounding learning and pupil growth."

Committees worked on various phases of the problem, and their tentative decisions were modified until acceptable to the major share of the total group. Here is their outline:

What are we aiming for in this undertaking?

The end result should be a more concerted and better coordinated attack on the varied problems of teaching, through an exchange of ideas and techniques that will lead to self-improvement.

Is "intervisitation" administratively feasible? How are the visits to be arranged?

The principal agreed to clear the

idea with the Board of Education and take care of the time element. This involved approving schedules which left time for visits, making substitute teachers available where needed, and using some of his supervisory time occasionally to "pinch hit" for a teacher, allowing the teacher to make the visit.

The visits were to be of three kinds: *the request visit*, when a teacher feels there is a problem with which help is needed, or has planned a class activity he feels someone else should observe; *the pre-arranged visit*, when two teachers plan a visit in advance, and arrange their programs to make it possible; and *the impromptu visit*, made without request or pre-arrangement.

What procedure should be set up for the visit itself?

It was agreed that a check list of items to look for would be useful to both parties. Since the visit should not be a distraction, it was decided that the list would be consulted before the visit, and checked immediately afterwards, rather than having the visiting teacher filling out forms during the class.

The items on the check list were worked out by the group. They include the teaching environment, the objectives of the lesson, teaching techniques and teacher-pupil relationships. The two teachers concerned confer as soon as possible after the visitation and never later than on the day of the visit.

This project is in its infancy, and because it does deal with the intangibles of relationships it is difficult to evaluate it. However, a few observations can be made. There is, for one thing, a more concerted attack on the many problems of teaching. The relationship between the teachers has improved; they have a truer appreciation of individual teachers and their various positions in the system. Finally, there is more concern for finding answers to problems in education and for the goals of teaching.

At this point, the signs are healthy. It is gratifying to see teachers working cooperatively and energetically on an "in-service" venture that they themselves developed.

We believe that we are improving the quality of instruction in our school system through action initiated at the level where all such action must finally be tested—the level of classroom teaching.

Cost Analysis Should Consider Time as Well as Space

by WILLIAM DAVIES

THE ECONOMY, or lack of economy, in a school building design cannot realistically be determined solely by a computation of per-square-foot or per-cubic-foot costs. How, then, can school people realize genuine economy in a new building? Perhaps by injecting the *time* factor into analysis of school space we can get a clearer picture of the sound use of building dollars.

I have analyzed a great many school plans, including my own, and have found that quite acceptable and creditable school designs with all essential facilities can be devised with gross floor areas of between 70 and 80 square feet per pupil in an elementary school, and approximately 100 to 110 square feet per pupil in a secondary school. Now this gross-area-per-pupil figure has more effect on the overall cost of the building than any other figure; yet we see elementary and secondary schools whose areas total twice these amounts—often without adding any really useful facility.

Actually, no pupil is using more than about 30 square feet of space at any one time. Add to this his necessary share of administrative area and toilet areas and the figure is seldom much higher than about 35 square feet per pupil. The difference between this 35 and the per-pupil total needed is largely taken up by corridors, auditorium, cafeteria, special rooms and other areas which

are in use only part of the school day.

Would we not achieve much better school plans if we were to analyze our buildings, after all functional requirements have been met, on an area basis which takes into consideration the time factor? For lack of a better term, we will call it the area/use factor. In other words, if we have an auditorium which is in use only one-tenth of the time, and if that auditorium represents a gross floor area of 8.5 square feet per pupil capacity, then we should multiply this 8.5 square feet by 10 to get the comparative area/use factor: 85 square-foot hours. It is somewhat frightening and suggests that we had better find other functions for this area.

Special Purpose Rooms Costly

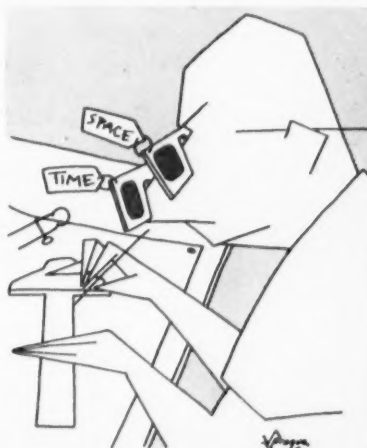
An elementary classroom in use all of the time would, of course, have an area/use factor equal to its gross area per pupil. Corridors, considered in the same light, would assume terrifying proportions, as would special rooms for only occasional use.

To analyze the results of our studies in such a way would certainly

show us the hideous crime of providing a special, isolated area for every special, isolated purpose, and would certainly drive home the necessity for providing flexible rather than inflexible spaces. It would also show us the true capital cost of our compartment thinking.

This method of area/use analysis might be helpful in determining the size of a projected auditorium. A large auditorium for a large school might account for 9 or 10 square feet per pupil. If this is used only twice weekly for the whole school, its area/use factor would be $9 \times 30/2$, or 135 square-foot hours per pupil. Cut it in half and use it four periods per week and we have $4.5 \times 30/4$, or 33.75 square-foot hours per pupil. If this area can double as cafeteria and serve the school another five hours per week, we have $4.5 \times 30/9$, or 15 square-foot hours per pupil.

Certainly this dimension of cost analysis deserves exploration. If followed, we can likely arrive at truly functional school buildings with the cost of each space commensurate with its use.



"Planning in 4-D"

Mr. Davies is an associate in the architectural firm of Kelly and Gruzen, New York City.

by R. L. WILLIAMS

CLASSROOM units so portable they're all but "on wheels" are helping solve the classroom shortage in Texas' Corpus Christi Independent School District.

Particularly suited to the area's particular type of growth—swelling in first one area, then another—the units are not constructed as temporary rooms at all. They had to conform to just two orders: make them an aid to good teaching and learning; make them portable.

About two years ago the school district found itself in the not-too-unique position of having too many students and not enough time or

money. The author, as superintendent of schools, and other school officials determined to call a bond election.

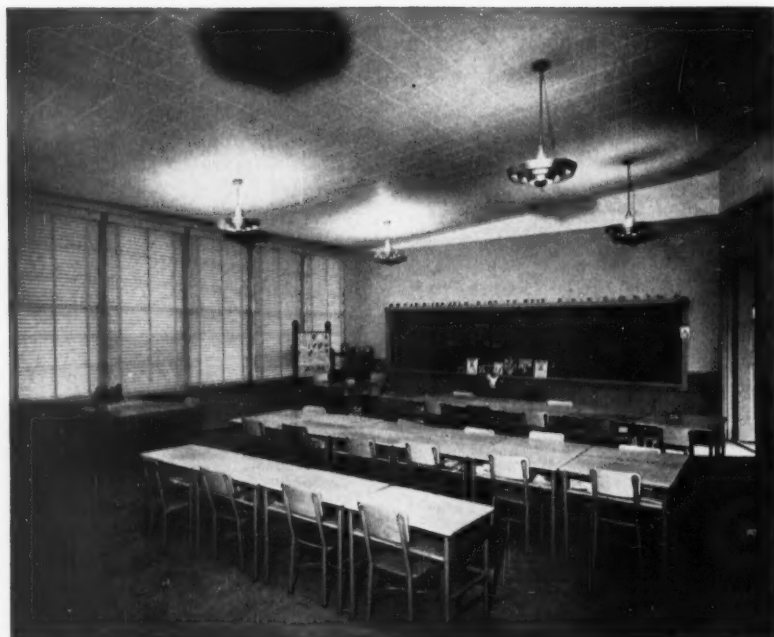
Couldn't wait for "due process"

However, the bonded indebtedness was such that one year was lost before the election could be called. It was seen that another year would undoubtedly be lost while acquiring sites, preparing plans, constructing buildings and so forth. Meanwhile, the number of students was steadily increasing.

It was suggested that temporary buildings be put up on the existing

Dr. Williams is superintendent of schools in Corpus Christi, Texas. He writes that the city has "several schools on the planning board and a few under construction."

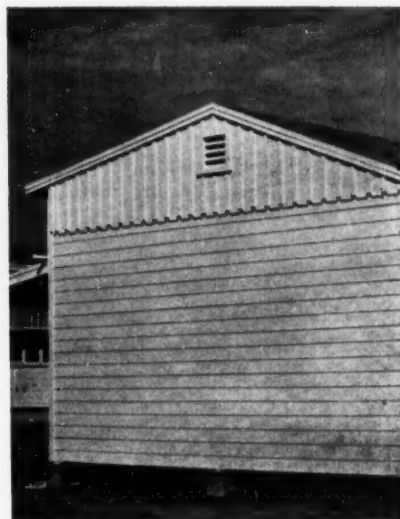
Portable Classroom Loves 'Em



Teachers like the big 23' by 30' classrooms in the new portable buildings. This size makes possible many different arrangements of seats to accommodate various class activities—for example, several small units for group activities and committee discussions. Chalkboard and bulletin board space is ample.

▶ This view shows the back of a classroom. Twenty-four rooms of this type were built at a cost of \$5.43 per square foot. The first two units, built to meet an emergency need, were occupied barely a month after the architects began preparing the plans.

These portable two-room units are designed to fit on a truck for moving. The sturdy design by Brock and Anderson, Architects, calls for extra bracing to resist the strains of moving.



THE SCHOOL EXECUTIVE

school sites. This looked like a waste of money, since they would be replaced in about two years with permanent plants. Then came the inspiration to build a school building that would be portable, and thus have many years of use in many bulging areas, particularly at the elementary level.

Units fit on truck trailer

The firm of Brock and Anderson, Architects, was employed to design the buildings. The approved plans called for two-room units which would fit on a truck trailer. They

would be movable at low cost because of pre-planning which provided, for example, over-head utilities which would not have to be removed.

When the buildings are moved to a new section of town and toilet facilities are required, provision has been made in the plans for this addition.

Twenty-four rooms of this type were built at a cost of \$5.43 per square foot. The insurance rate is 48 cents per hundred for fire insurance and 62 cents wind damage based on a three-year policy.

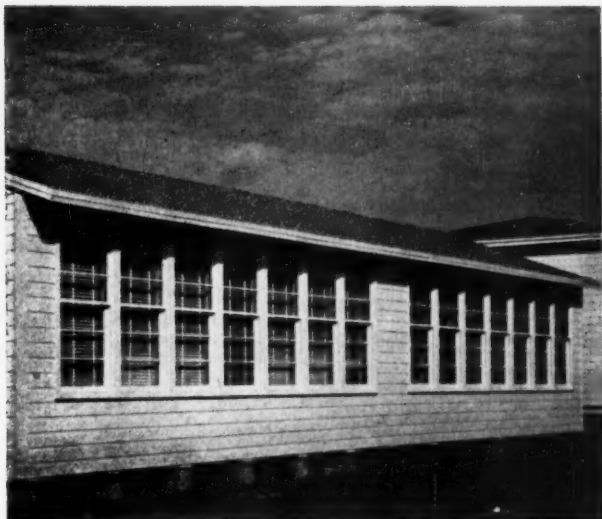
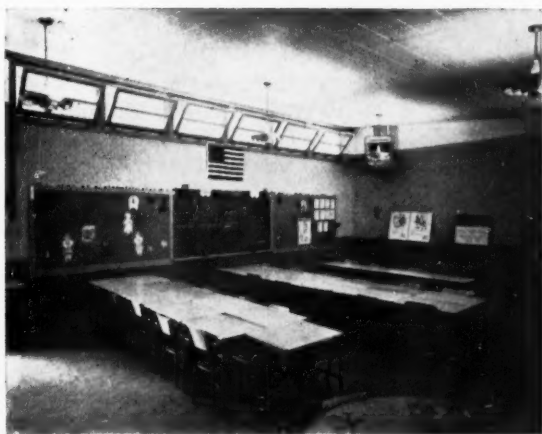
At the opening of school for the Fall 1952 term, it was found that four rooms were needed at an elementary

school at once. In five days the architects prepared the plans and took bids, and twenty-nine days later the rooms were occupied.

Classrooms please teachers, pupils

Teachers are pleased with the classrooms. One states, "It is a pleasure to teach in such large and attractive rooms (they are 23' x 30') as are found in the new portable buildings. Desk arrangements can easily be changed to accommodate various class activities. The physical surroundings are excellent in meeting the present emergency of increased enrollment."

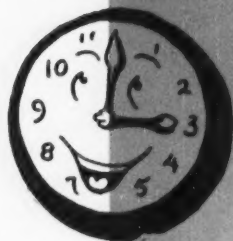
and Leaves 'Em



... materials

Foundation	Precast - concrete blocks fitted with a ring to expedite handling.
Frame	Wood studs, wood joints wood trusses.
Exterior Walls	Wood siding.
Windows	Continuous fenestration, double hung wood windows on the East side. In-opening wood transom sash on the West side with fixed outside wood louvers.
Doors	Wood
Interior Finish	Striated plywood wainscot; gypsum board and texture above wainscot; perforated acoustical board ceiling on gypsum board. Chalk board and tack board on two walls set in wood frames and attached with screws to permit lowering or raising as desired.
Finish Floor	Asphalt tile "C" grade over plywood laid over subfloor.
Roof	Built up tar and gravel. 4" batt type insulation.
Covered Passage.....	To match building. Detachable for moving.
Painting Exterior	3 coats lead and oil paint.
Painting Interior	2 coats flat wall paint.
Lighting	Incandescent. Providing 30 foot candle at the work level.
Heating	2 speed unit heaters with thermostat control.
Length	64' - 0"
Width	23' - 6"
Height	14'-0" Floor line to ridge.
Classrooms	23'-0" X 30'-0" X 11'-6". Ceiling slanting to 9'-0" at windows.

How to Choose a Clock System



for Your School

by FELIX B. GRAHAM

THE difference between just having a number of clocks in a school building and having a clock system lies in the presence or absence of a central device keeping all the clocks in step.

Schools require clock systems because their functioning would be hampered if all clocks did not indicate identical time and because they need a program system . . . a clock system can provide the means for distributing audible program signals on a prearranged schedule.

Clock systems vary; in describing the various systems, let us first examine the individual parts of systems without, for the moment, considering program signals. Then we'll see how systems differ, examine their good points and their weaker ones; we'll compare cost, look at program signals, and arrive at some conclusions.

Any clock system uses one of the three types of clocks. They are:

- a. Minute impulse
- b. Synchronous
- c. Dual synchronous

Minute Impulse: The minute impulse clock has no motor. The minute hand is advanced once every sixty seconds by an impulse sent from the master clock. It has no sweep second hand. If an individual clock gets out of step with the rest of the system, which may occur through mechanical wear or other difficulties, then at the end of the hour, it rejects impulses or receives additional rapid impulses from the master clock until it is back in step. It is available for use with either alternating or direct current.

Synchronous: The synchronous clock runs in exact synchronism with the alternating current supplied by the power company. In the generat-

Mr. Graham is an electrical engineer. He is associated with the firm of Syska & Hennessy, Inc., Engineers, New York City, New York.

In our April, 1952, issue we published an article about clocks entitled "It's About Time." Some readers took exception to the information and opinions it presented. In the interest of giving our readers the most accurate information possible, we have retained Felix B. Graham, of the firm of Syska & Hennessy Inc., Engineers, to prepare this article on clock systems. We are indebted to Professor Wesley B. Hall, head of the Department of Electrical Engineering at the University of Rhode Island, for reading an early draft of the article and making suggestions as to its development.

Comparative Installation Costs of the Four Clock Systems

... for a small system (7 clocks and master clock in single story building)

System	Total Cost	Per-Clock Cost
Minute-impulse	\$ 844	\$120
Wired Synchronous	825	118
Electronic	1,073	153
Dual Synchronous	805*	115*

... for a large system (112 clocks and master clock in 3-story building 300' x 60')

System	Total Cost	Per-Clock Cost
Minute Impulse	\$8,219	\$73.38
Wired Synchronous	8,230	73.48
Electronic	7,025	68.00
Dual Synchronous	7,728*	69.00*

*In systems which have master clocks, the master clock is the program machine. With the dual synchronous system, which employs no master clock, a program machine can be added at a cost of between \$200 and \$300.



ing station generators produce current which alternates so that in each second it goes sixty times one way, sixty times the other. This is called sixty cycle current.

The operator of the generating system compares his frequency meter with an extremely accurate pendulum driven clock and makes adjustments if necessary; for, it is very important that the system frequency remain constant. Generally, therefore, most power companies provide a time system sufficiently accurate for normal use, although some critical users, such as radio and television systems, require even greater accuracy.

This 60-cycle current normally keeps all clocks in step. Should an individual clock fall behind due to a functional defect or circuit failure, it is advanced at the end of the hour by a gear arrangement which speeds up the minute hand to sixty times normal speed until it is again in agreement with the master clock. The synchronous clock is usually equipped with a sweep second hand. All hands move constantly.

Dual Synchronous: The dual synchronous clock is basically similar to the ordinary synchronous clock except it has *two* motors, one to drive it normally, the other to correct it in unison with the system; and, since it is connected to an integral clock

wiring system it is not subject to circuit failure.

If an individual clock gets out of step with the system, which, manufacturers state, is exceedingly rare, if not impossible, it is *not* automatically corrected. The correction of the dual synchronous system is limited to restoration of correct time after system power failure or change to or from daylight saving time.

The dual synchronous system is entirely dependent upon power company accuracy. It employs no master clock. It has, however, a control unit which serves to measure the duration of a power failure and, through an independent power supply, keeps operating so that upon resumption of power it can advance the system clocks until the lost time has been made up.

The master clock is the heart of all systems *except* those using dual synchronous clocks. Master clocks are of the following types:

- synchronous motor driven
- electrically wound, spring driven
- pendulum driven

Synchronous motor driven master clock again depends entirely upon power company accuracy. If the power fails it stops and is reset by hand upon restoration.

Electrically wound, spring

driven master clock has a motor which keeps the main spring wound with sufficient reserve to keep going through a 6- to 12-hour power interruption. The main spring runs the hands through a marine escapement movement. A second synchronous motor, through differential gears attached to the marine escapement regulator, keeps the clock to the accuracy maintained by the power company. Accuracy of this type is claimed to be about 30 seconds per month.

Pendulum driven: Where greater accuracy is required (up to one second per month accuracy has been achieved with extreme care) or where only direct current is available, use of a pendulum driven master clock is indicated.

There are two kinds of connection between the master clock (or control unit in the case of dual synchronous systems) and the system clocks:

Wired: In the wired system, the indicating clocks are connected to the master clock or control unit by wired circuits. These circuits carry the impulses to the hands of the impulse clocks. They carry operating as well as correction current to synchronous or dual synchronous clocks.

Non-wired: In the non-wired systems, clocks can be connected to the nearest available unswitched light or



A deciding factor in choosing a clock system might be the availability and dependability of a local clock-servicing agency approved by the manufacturer.

receptacle circuit. The normal frequency of the electrical system operates the clock motors. In addition, each system clock has a small built-in receiver. The master clock is coupled to a transmitter which, in turn, is connected to the main switchboard of the electrical system.

Every hour the master clock causes the transmitter to send out impulses over the entire light and power wiring system. Wherever clocks are fed from the light and power system, such clocks, if they should get out of step, will be advanced or retarded. Since electronic

tubes are employed in the transmitter and in each clock receiver, this system is generally referred to as an electronic clock system.

Combining the system classification, we find

- a. The wire minute-impulse system
- b. The wired synchronous, system
- c. The non-wired synchronous or electronic system.
- d. The wired dual-synchronous system.

It will be seen from the accompanying estimates that the cost per clock is smaller the more clocks there

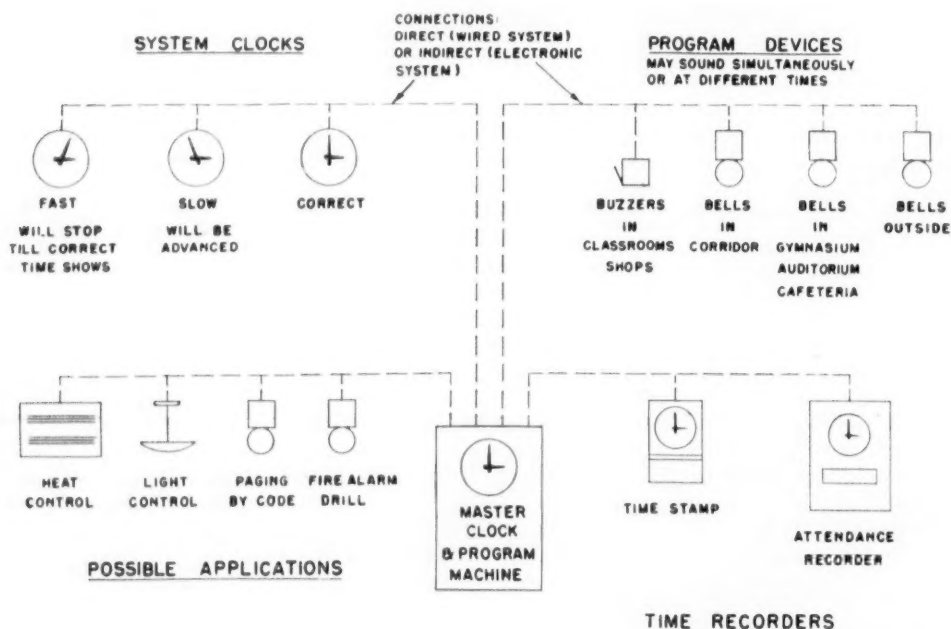
are in the system; that the cost of the minute-impulse and wired synchronous systems are for all intents and purposes equal; and that a small electronic system is more expensive than any of the other three, while a large electronic system may be the least expensive one.

Electronic system has advantage of flexibility

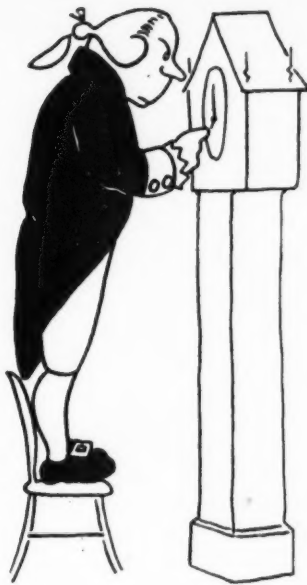
It should be remembered that once the basic electronic system transmitter has been connected, clocks can be added by connection to any unswitched circuit. This is the electronic system's most important advantage. Whether the likelihood of an expanding or changing clock system exists must be analyzed for each individual building program.

From the maintenance standpoint we can assume that the smaller the number of components of a system, the smaller the maintenance cost. The minute-impulse system has the fewest parts. Next come the wired synchronous and dual synchronous systems and lastly the electronic system.

Clocks are available in varied styles and mounting arrangements. It is customary to use semi-flush clocks (back box recessed in wall) in finished spaces. Where structural conditions make the use of recessed



CLOCK AND PROGRAM SYSTEM



Most modern clock systems not only keep extremely accurate time to begin with, but automatically correct clocks that get out of step.

back boxes impracticable, surface mounted clocks are available. In corridors, double dial clocks, suspended from ceiling or extending from wall out, are an advantage. Clock faces in corridors should be illuminated from near-by corridor or auxiliary recessed lights, preferably in such manner that the light source will not be reflected into the viewer's eye. In spaces receiving special architectural treatment skeleton clocks are sometimes indicated.

The size of a clock should be determined by maximum viewing distance and by its relation to architectural features. Minimum recommended sizes are as follows:

For distance up to	
60 feet	9" diameter
For distance up to	
100 feet	12" "
For distance up to	
150 feet	15" "
For distance over	
150 feet	18" "

Master clock operates program signal system

The program system in schools works in conjunction with the clock system. The master clock is the program machine. With the dual synchronous system, which employs no master clock, a program machine can be added at a cost of \$200 to \$300. By punched tapes or similar arrangements a program is set up and fed to the master clock. Audible devices such as bells, buzzers and sirens are connected to one or several program circuits.

Multiple program circuits are required where signals in classrooms, in corridors, in the gymnasium or

outside are scheduled to sound at different times in order to initiate and control the flow of traffic. Program machines are equipped with one to six circuits. In the electronic system each signal device contains a receiver tuned to a designated frequency.

Thus, by changing the receiver frequency the device is, in effect, connected to a different program circuit. Again, as in the case of clocks, signal devices can be added anywhere to the electrical system.

A recent development of the electronic clock system may extend its usefulness beyond indicating time and sounding signals. The master clock and transmitter can be used to send other impulses over the electrical system. These impulses can be utilized through relays to control heating and ventilating equipment, valves, paging systems or lighting circuits.

For instance, part of the corridor

lighting may be extinguished by this method during class periods when traffic is slight. Between class periods when students change rooms the lights are switched on. The resultant saving in electricity might be significant over a long period of time.

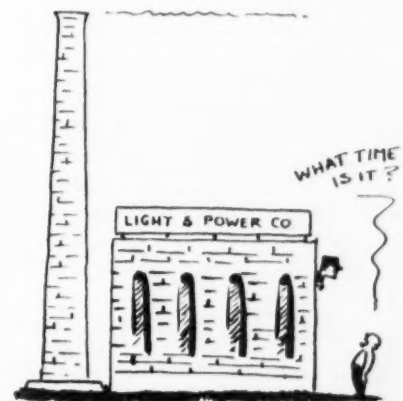
To conclude:

There are several types of clock systems available from a number of reputable manufacturers. While their methods of operation vary somewhat, they all do a dependable job of indicating correct time, even though some manufacturers' sales talks may tend to present a gloomy picture of the competing products. The choice of a system requires, therefore, an analysis of the individual project with particular consideration of:

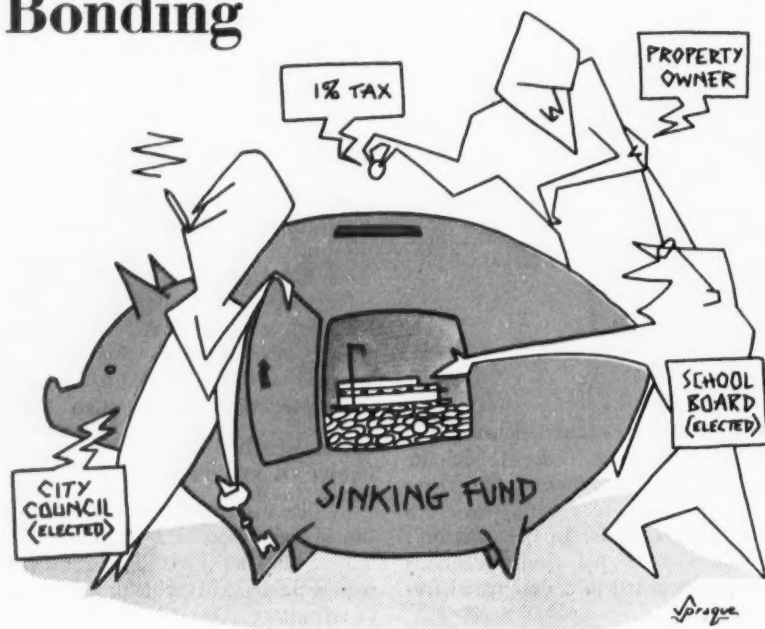
Items which affect choice of system

- The need of flexibility for easy future expansion and/or relocation: Where flexibility is important an electronic system will probably be of advantage.
- The use of numerous time stamps, attendance recording clocks, job recording clocks: With this type of equipment a minute impulse system should be considered.
- Dependability of manufacturer's service organization. Experience with existing systems within the locality is the best guide.
- Initial cost: It will be seen from the quoted cost comparisons that preliminary cost estimates of different systems will frequently run close. If this is the case, alternates in the specifications will make it possible to take advantage of unpredicted cost differences in final bids.

"Synchronous" clocks are so called because they run in exact synchronization with the 60-cycle alternating current supplied by the power company.



Building Without Bonding



by HARVEY D. JENSEN

THE Special School District of Winona recently completed a new elementary school, paid for with money on hand in a special sinking fund. Over the past thirty years seven other school structures have been built in this city with money provided by a special levy on the \$12,100,738.00 assessed valuation of the school district. This Minnesota community's pay-in-advance plan saves its 26,000 citizens thousands of dollars annually which would otherwise go to pay interest on a bonded indebtedness.

The Minnesota State Legislature's charter for Winona public schools has been amended several times to meet changing needs in the school district.

In 1923 a school building sinking fund was established and the proceeds from this fund were designated to be used exclusively in paying for new school buildings, remodeling or building additions to existing school buildings, purchasing equipment for any such buildings, acquiring real estate as sites for such buildings, and

paying for the cost of plans and specifications.

The Board of Education, nine elected members, was authorized to direct a tax levy not to exceed ten mills on the dollar of the assessed valuation of all taxable property in the school district. These sinking fund moneys must not be used for any purpose whatsoever except as stated.

In the law, the City Council was given an opportunity to object to any sinking fund levy made each year by the Board of Education, but the latter was allowed to override this veto by a three-fourths vote of its full membership.

It must be noted here, however, that although the Board could accumulate the money in the sinking fund, no building could be constructed unless a permit to build was given by the City Council. Time has proven the success of the plan in the almost thirty years that it has been in operation.

During the period from 1923 to 1953 the maximum possible sinking fund levy for building purposes was utilized for all years except nine. During these years the mill rates for the sinking fund were two, four, and five mills. Through the use of this plan of financing, of securing the money before building, eight major

school building projects have been paid for: a junior high school and central heating plant; high school auditorium-gymnasium; three elementary school buildings; two elementary-junior high school buildings; athletic field and stadium.

For this a total amount of \$2,339,359.00 was paid out of the sinking fund on the pay-in-advance plan. The specific point to remember is that the taxpayers of Winona had the money to pay for the buildings as they were needed, and they did not have to pay the interest rate costs on borrowed money. The school district had no indebtedness. Plans are now being completed for a half-million-dollar addition to the senior high school to be paid for out of this sinking fund.

Those who argue in favor of such a plan point to the amount of interest saved, and the fact that a pay-as-you-go plan does not pass on to the future, which is likely to have its own financial burdens, the cost of current improvements. There is also a tendency to be more critical of expenditures in school building construction when they are paid for in cash, thus lessening extravagance. Another advantage is that the plan calls for very careful future planning on city growth and school needs.

Hard to initiate plan in heavily indebted district

Those who would argue against the pay-in-advance plan could say that the welfare of the children might be sacrificed to a particular financial plan because of the fact that the district must have the money before it can build. This would be especially true in a rapidly growing city. It should be stated that it would be difficult to initiate such a plan in a school district greatly overburdened with indebtedness.

It can also be argued that the accumulation of a building fund reserve similar to the Winona plan takes away from the public the right of public approval which they would have through voting on bond issues. In Winona the Board of Education cannot go ahead and build unless definite permission is given by the City Council, also an elected body. In this way the need for additional construction must be presented to the Council. The public is thus also informed through the newspaper publicity that results.

Mr. Jensen is superintendent of the Special School District of Winona, Winona, Minnesota.



FORM in educational architecture

LIVING ARCHITECTURE is organic. It creates its own form by shaping itself to its own requirements. To focus, by way of example, on only one of these requirements, the living schools of today look different from the schools of yesterday because educational processes have changed in the last generation and have required changes in school architecture. And the best of today's schools look different from one another because the educational programs followed in them differ tremendously, sometimes, among the schools in the same town.

But the specific nature of the educational program to be housed is only one of many reasons why good schools today do not and cannot look alike. The climate, the structural materials selected, the topography of the land, the kind of neighborhood and location of traffic arteries, the selected means of lighting, heating and ventilation, the atmosphere the architect hopes to create and his way of achieving it, and the size of the taxpayers' pocketbook—all of these help to shape educational architecture.

No truly good building can be other than the most harmonious composition of all these requirements. If any one of them changes, the architecture must change. Because of climate a schoolhouse for North Dakota cannot be transplanted satisfactorily to Mississippi. A structure planned to make full use of the advantages peculiar to steel construction cannot be built well of concrete. A building designed for a sloping site cannot usually be adapted to function adequately on flat land. A system of natural lighting and ventilation designed for a south orientation will seldom work with any other orientation. A luxuriously equipped school built by one community obviously cannot be duplicated by another community with a more limited budget.

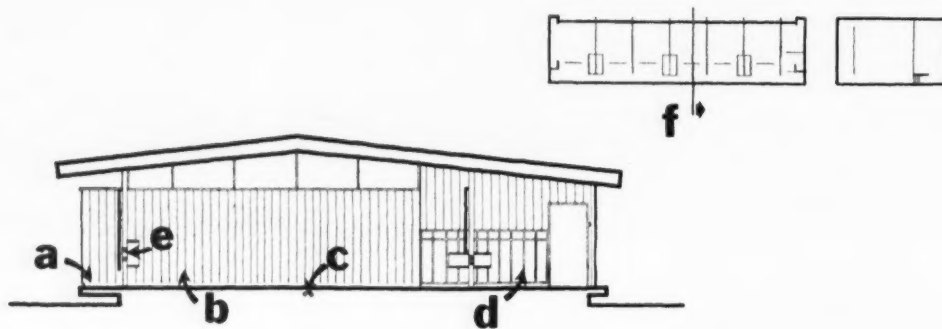
No two really good schools can be identical because no two sets of requirements are identical. There might at times be honest similarities based upon similarities of requirements, but the requirements themselves are so many, and each so variable, that similarities cannot be predicted with enough reliability to create a style—even supposing a style were desirable. The living schools of today are different because each, like a complex musical score, is the best possible harmonious composition of common but variable and intricately interdependent chords significant only as combined into one effective unit.

form in educational architecture varies with the requirements it attempts to satisfy, as illustrated by 27 schools designed by one firm

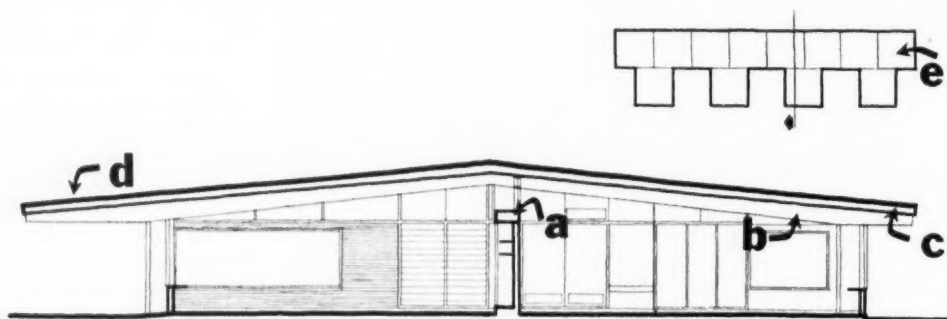
If evidence is needed to prove that educational architecture shapes itself to its own requirements, one has only to study the works of Caudill, Rowlett, Scott and Associates as presented on the following pages.

The requirements confronted by this firm have been many and varied. During the last five years the practice of the architects has included the design

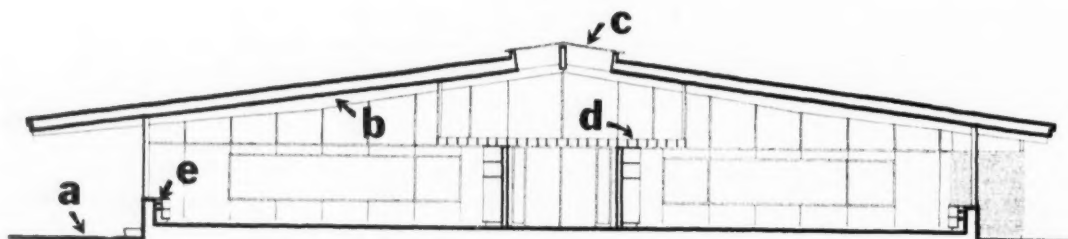
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of schools for districts of the hot dry region bordering Mexico and the extensive rainfall area of the Gulf Coast. Their practice has taken them to the cold areas of the Oklahoma Panhandle and to the foothills of the Ozarks.

They have dealt with school districts rich with industrial evaluation and with districts poor with unproductive farm lands. They have worked hand

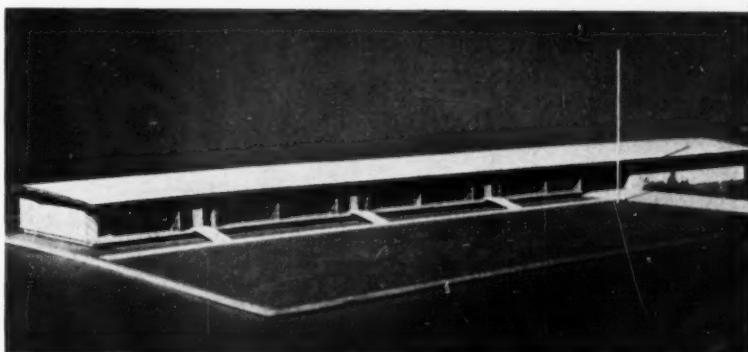
in hand with some of the most progressive educators in the Southwest. The firm has designed within construction budgets ranging from a mere \$18,000 to over \$1,000,000. This extreme range of requirements, together with a desire of the architects to "always seek a better answer," has produced some of the most original, beautiful and functional school buildings in the United States.

Southwest Elem. School Clinton, Okla.

Caudill, Rowlett, Scott & Associates

The general shape of the building was dictated by the repetitive structural units. The building rests on a seat of raised slab which collects blown dust.

- a. concrete seat
- b. soft wood panel tacking walls
- c. utility lines under precast concrete
- d. work area and corridor
- e. hot water convectors
- f. open plan arrangement



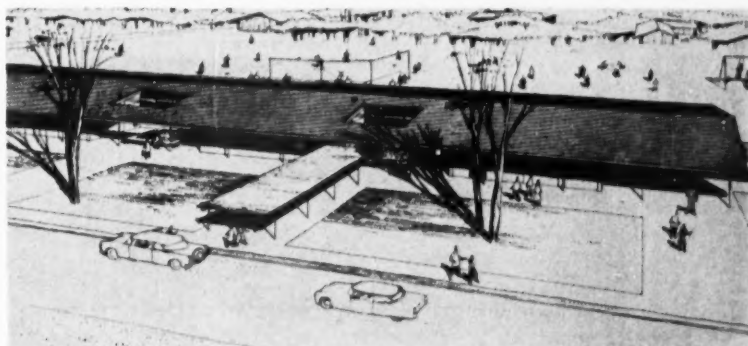
Ronald Chatham Studio

New Austin Elem. School Edna, Texas

Caudill, Rowlett, Scott & Associates

Limited site and the desire to provide social courts dictated the form of this school addition.

- a. integrated heating duct
- b. laminated wood beams
- c. 4-inch wood slab deck spanning 14 feet
- d. outdoor corridor and sun control
- e. triad grouping of classroom units



Wilson Elementary School Miami, Okla.

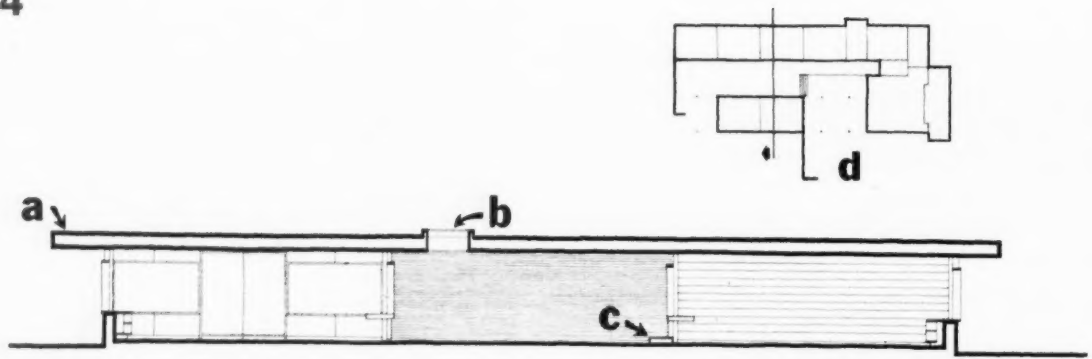
Caudill, Rowlett, Scott & Associates

Compact, double-loaded corridor designed for limited site. Overhangs make blinds and shades unnecessary.

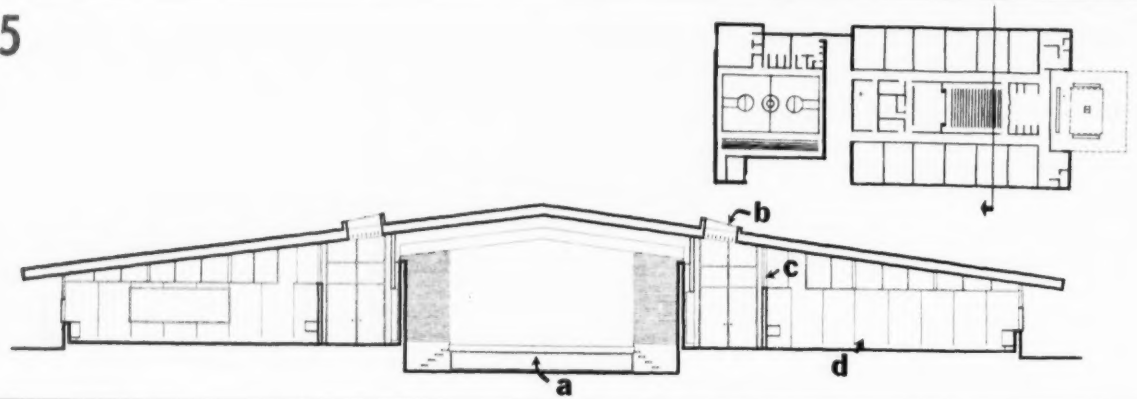
- a. south exposure play shed
- b. laminated wood beams
- c. top light provides maximum interior light
- d. louvers control glare and air flow
- e. convectors supplement radiant floor panels



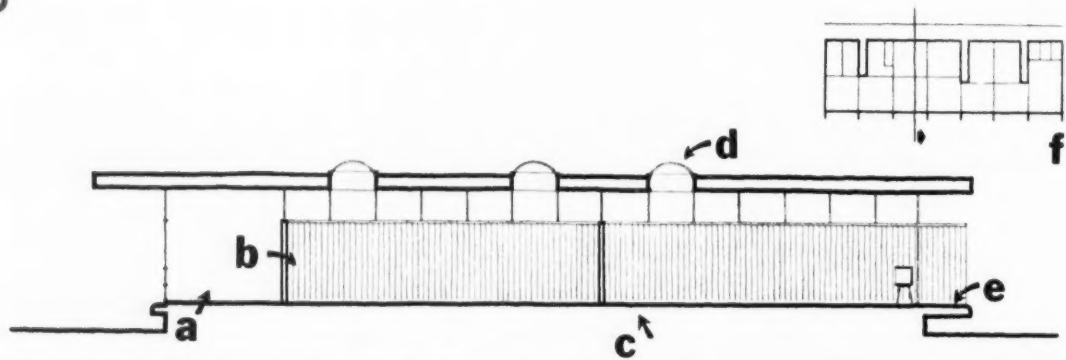
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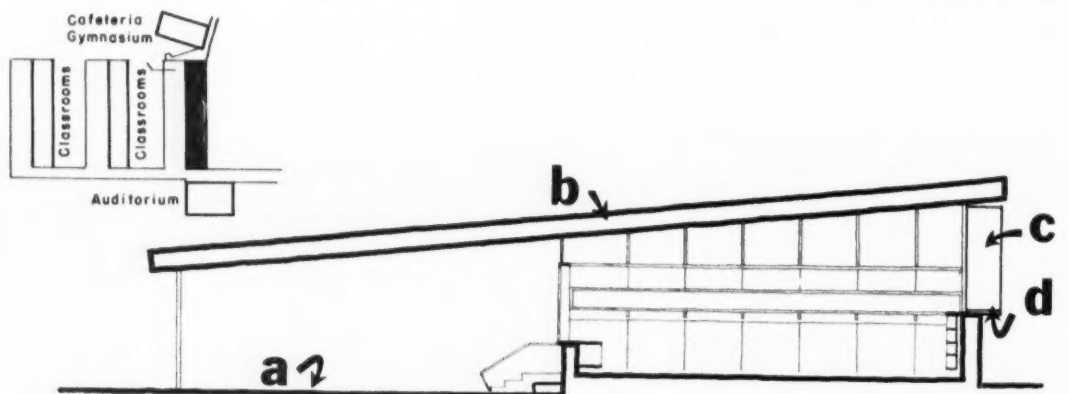
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West End Rural School Industry, Texas
Caudill, Rowlett, Scott & Associates

Need for year-round community use dictated extension of roof to cover play and community area. Wings follow the site contour.

- a. overhang for sun control
- b. top lighting allows low cubage
- c. seat protects glass wall
- d. classrooms open on covered court

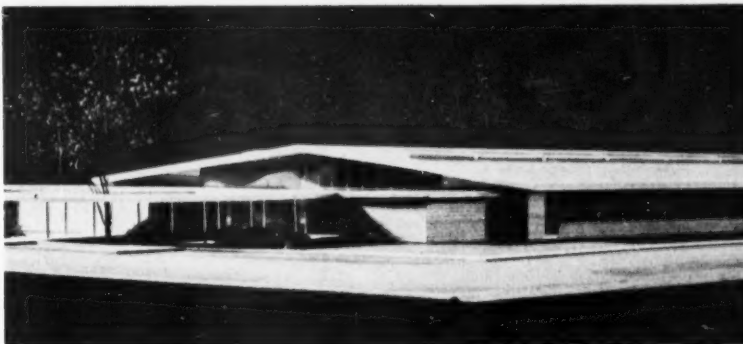


Ulric Meisel

Electra Junior High School Electra, Texas
Caudill, Rowlett, Scott & Associates

Extremely limited site dictated compact grouping of classrooms about large group spaces. Gabled roof used to achieve unity.

- a. middle portion lowered for gymnasium and auditorium
- b. continuous skylights light interior
- c. high glass walls distribute light
- d. wall as tackboard for maximum use

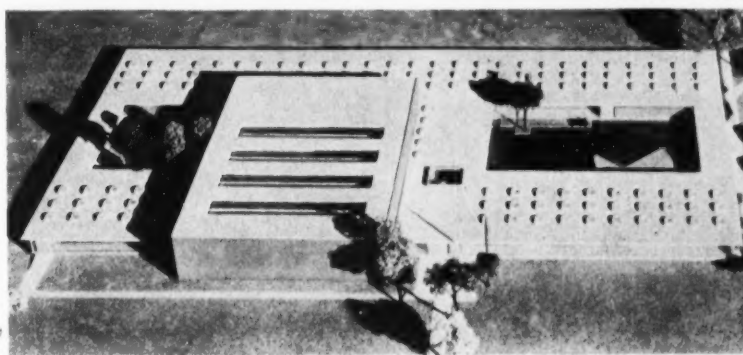


Ronald Chatham Studio

Norman High School Norman, Okla.
Caudill, Rowlett, Scott; Perkins & Will

Emphasis on social experiences led to design of courts and open planning.

- a. corridor opens to social terrace
- b. functional soft wood panel walls
- c. precast concrete floor slab with utilities
- d. plastic dome top lighting
- e. concrete seat and duct control
- f. back-to-back classroom with finger halls

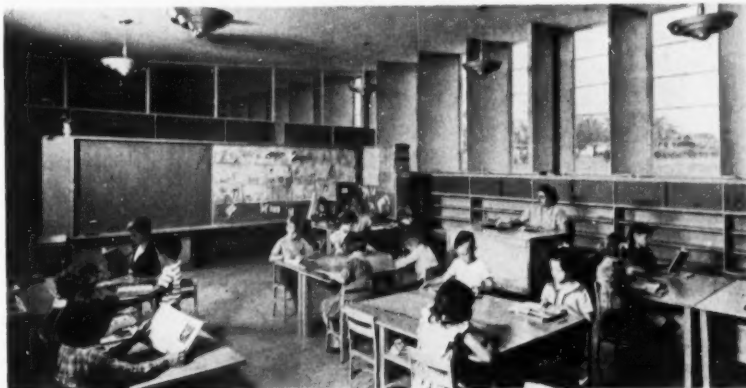


Ronald Chatham Studio

Highland Park School Stillwater, Okla.
Caudill, Rowlett and Philip A. Wilber

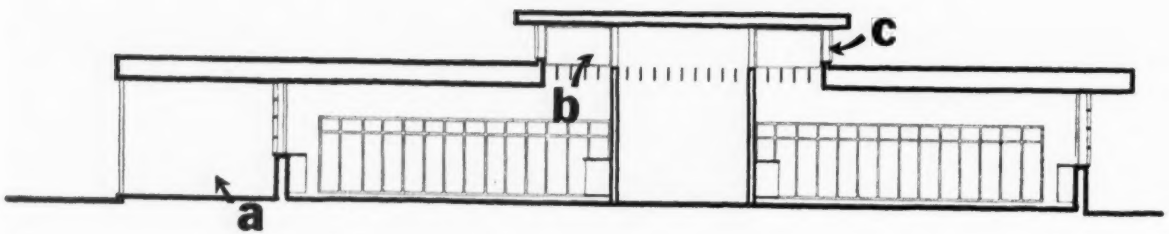
Simplicity of roof on sloping contour dominates the form of this design. Sheltered play space results from extension of roof.

- a. large covered activity area (stepped down for contours)
- b. steel columns and beams and wood joists
- c. vertical cement-asbestos sun baffles (east)
- d. ventilation slot with fixed windows

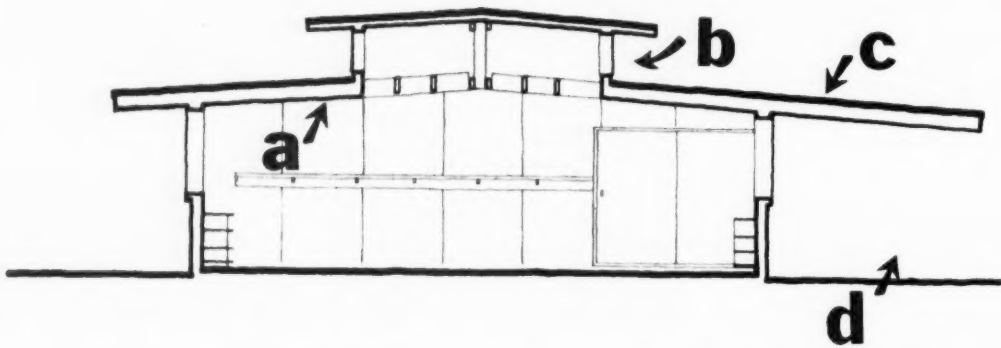


Hedrich-Blessing

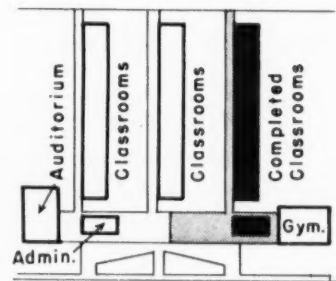
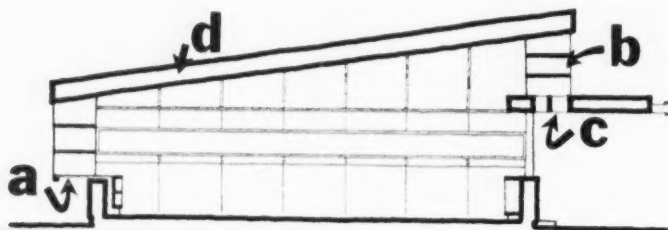
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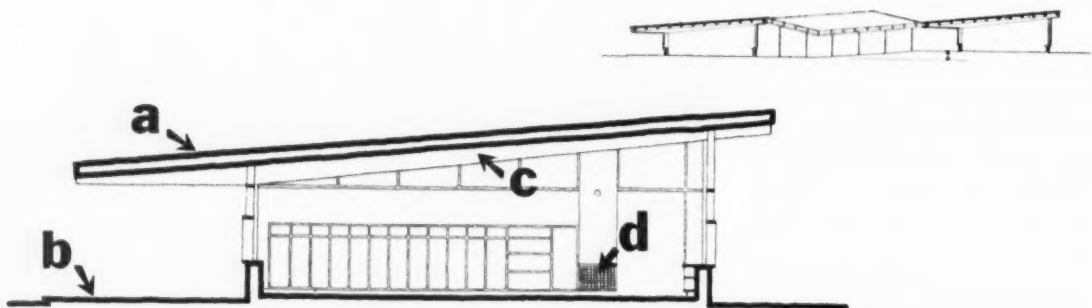
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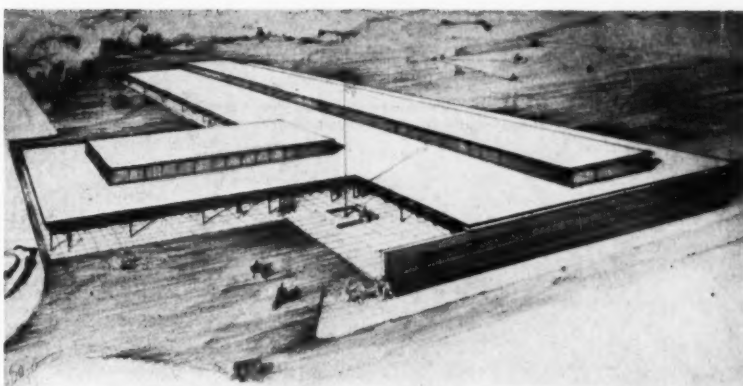


Northeast Elem. School Elk City, Okla.

Caudill, Rowlett, Scott & Associates

Severe climatic conditions suggested double-loaded corridor. Economy dictated use of standard-sized lumber for roof system.

- a. covered activity area
- b. ventilation duct
- c. clerestory lighting in each classroom



Welcome, Texas, Elementary School

Caudill, Rowlett, Scott & Associates

Note similarity to #8 above. Here clerestory is used with single-loaded corridor. A prairie school on a spacious site, it allows extra large classrooms (30' x 30') and sheltered play area.

- a. 8-foot ceiling with top lighting
- b. sun-controlled clerestory
- c. sun shade for lower windows
- d. outside corridor on south



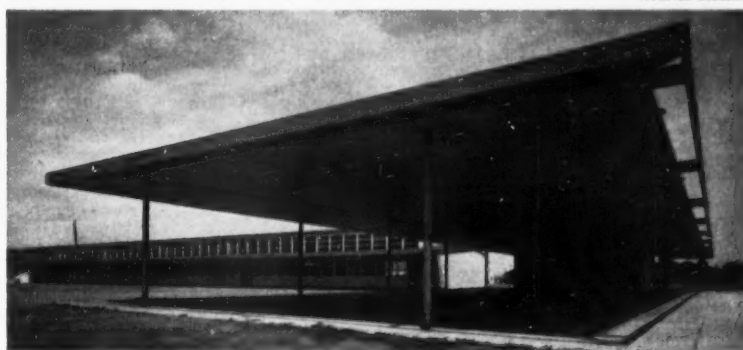
Ronald Chatham Studio

Westwood Elem. School Stillwater, Okla.

Caudill, Rowlett and Philip A. Wilber

This is another form of a single-loaded, clerestory-lighted building. Cantilevered overhang eliminates use of support columns. Provisions for future expansion dictated placement of wing playshed.

- a. horizontal air flow window
- b. sun control baffles
- c. airflow intake
- d. steel beams and wood joist roof



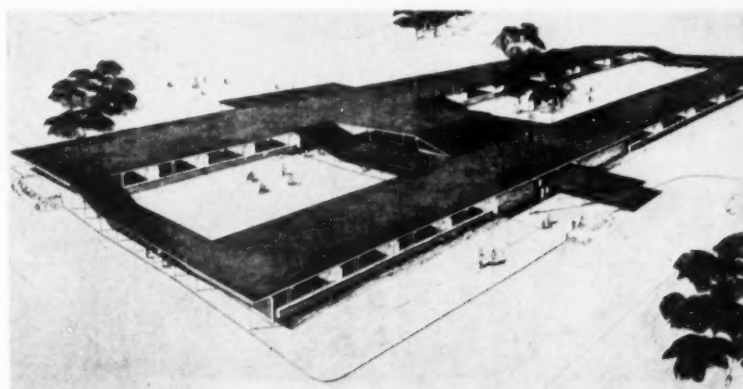
Hedrich-Blessing

Georgetown, Texas, Elementary School

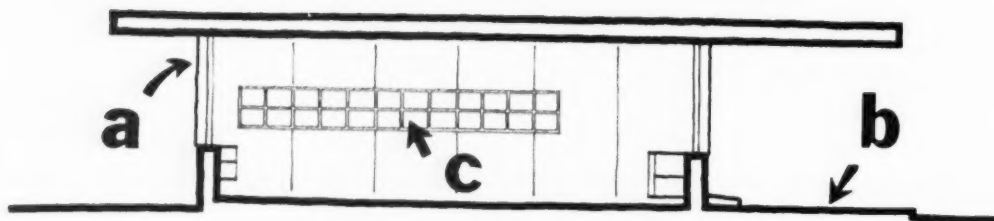
Caudill, Rowlett, Scott & Associates

An irregular site suggested that wings be located at different levels. Shed roof integrates the various units.

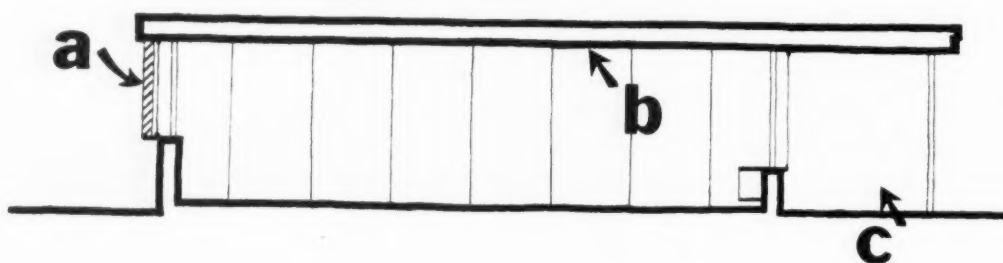
- a. large sun control overhang
- b. outside corridor
- c. laminated wood beam
- d. hot air heating unit



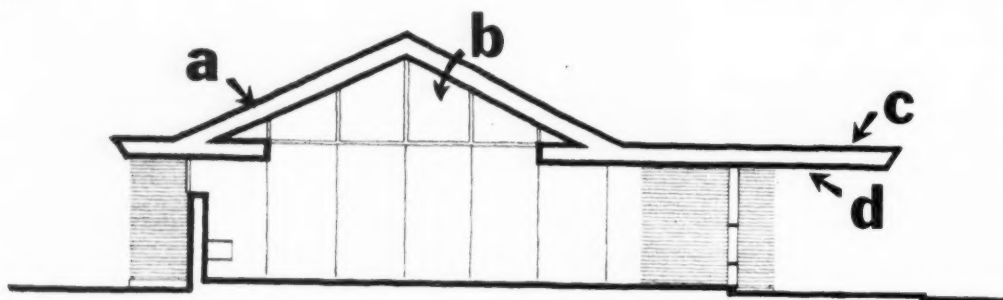
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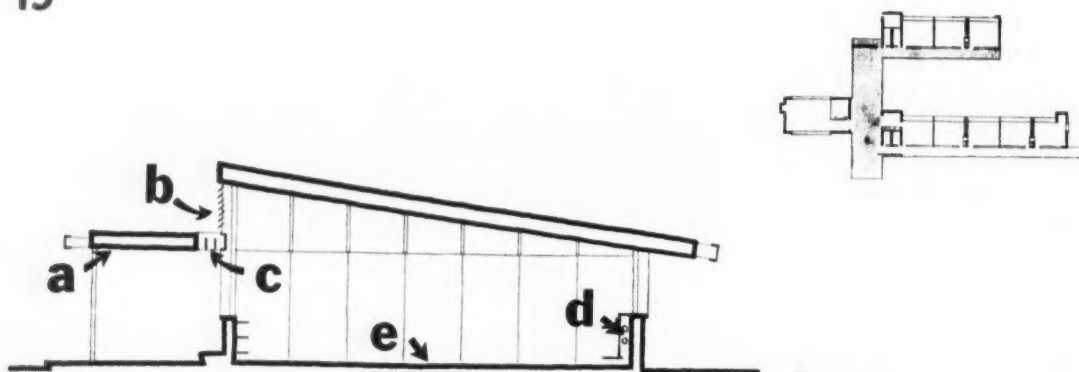
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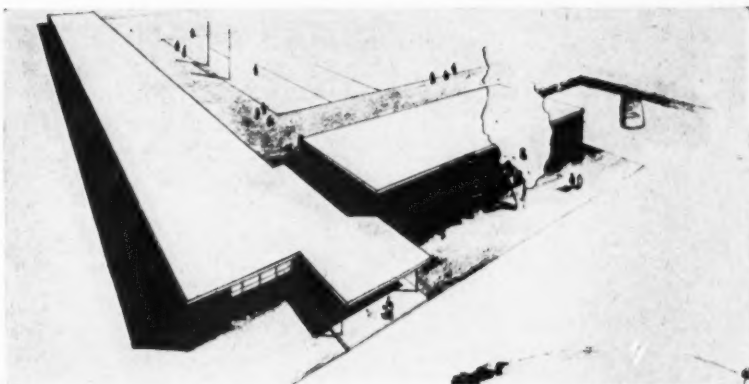


Cochran Elem. School Bellville, Texas

Caudill, Rowlett, Scott & Associates

Economy of construction suggested the low-cubage, flat roof design for this school.

- a. low ceiling with bilateral lighting
- b. outside corridor on south (serves as sun control)
- c. wall-hung storage units.



Washington School Stillwater, Okla.

Philip A. Wilber, Caudill, Rowlett, Scott & Assoc.

Control of light dictated the form of this flat roof elementary school. Note how louvers deflect daylight.

- a. light-reflecting louvers
- b. steel beams, wood purlins and 2-inch decking
- c. outside corridor



Ulric Meisel

Mesquite, Texas, Elementary School

Caudill, Rowlett, Scott & Associates

Each of the six wings of this school, which faces a park, was provided with a view. The roof structure harmonizes with local residences.

- a. steel bents roof framing
- b. glass gables distribute light
- c. outdoor corridor and sun control
- d. 7-foot eaves give residential scale

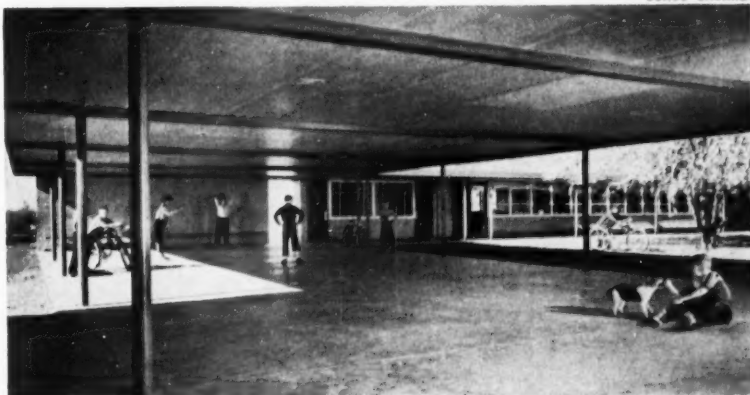


Huston Elem. School Blackwell, Okla.

Caudill, Rowlett & Associates

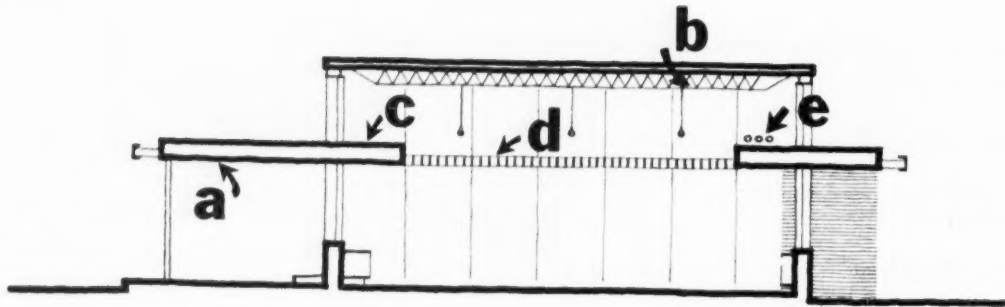
Provisions for future expansion and the need for extensive community use suggested this form. Note that four extra classrooms are possible by using outside corridor.

- a. outside corridor and sun control
- b. light reflecting louvers
- c. slot for equalizing air pressure
- d. supplementary hot water convectors
- e. radiant floor panel heating with copper tubing

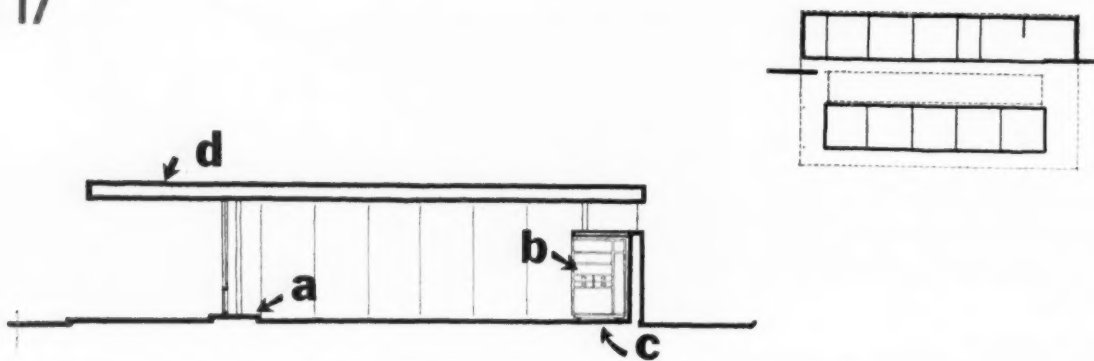


Julius Shulman

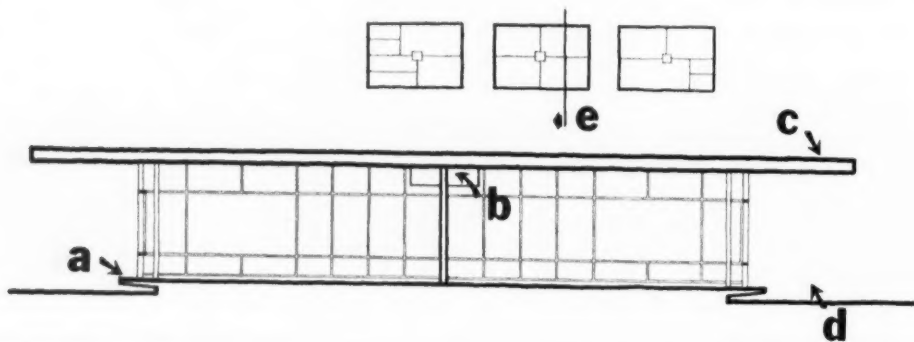
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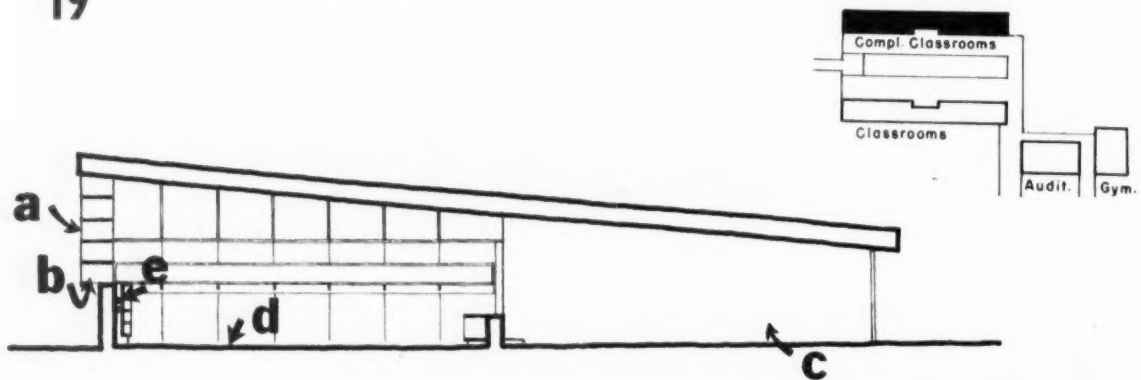
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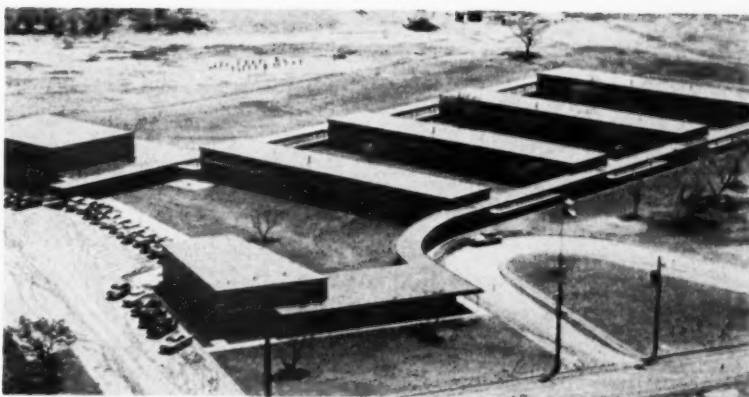


Albany Elementary School Albany, Texas

Caudill, Rowlett, Scott

In this school the ceiling was dropped to achieve an intimate atmosphere, thus allowing a consolidation of natural and artificial light above the eggcrate ceiling.

- a. outdoor corridor and sun control
- b. inverted sun control overhang
- c. steel beams, steel joist and gypsum deck
- d. integrated natural and artificial lighting
- e. accessible space for utility runs

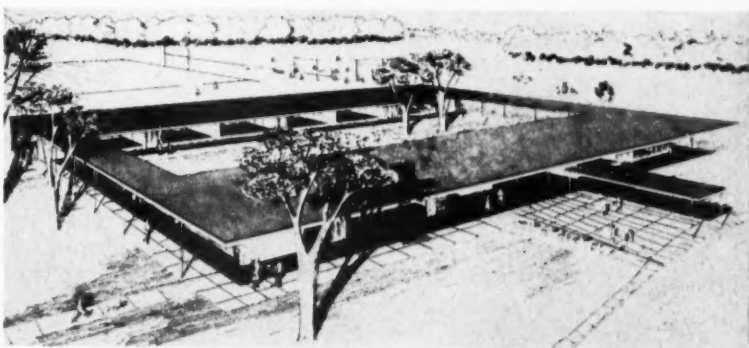


Norman, Oklahoma, Elementary School

Caudill, Rowlett, Scott & Associates

In this form using the flat roof, the design opens up through the play shed for natural ventilation. Note the enclosed social court with its breeze deflectors.

- a. seat to protect glass wall
- b. movable storage unit
- c. darken niche for visual aids
- d. overhang for sun control



Calallen, Texas, Jr-Sr High School

Caudill, Rowlett, Scott & Associates
C. P. Donnelly, associated architect

Sun control was the biggest consideration of form in this building. Note quadruplex classroom arrangement with umbrella roof, corridors on periphery. Soil conditions dictated raised floor slab.

- a. concrete seat in outside corridor
- b. hot air distributing ducts
- c. large protecting overhangs
- d. peripheral corridor
- e. quadruplex classroom arrangement

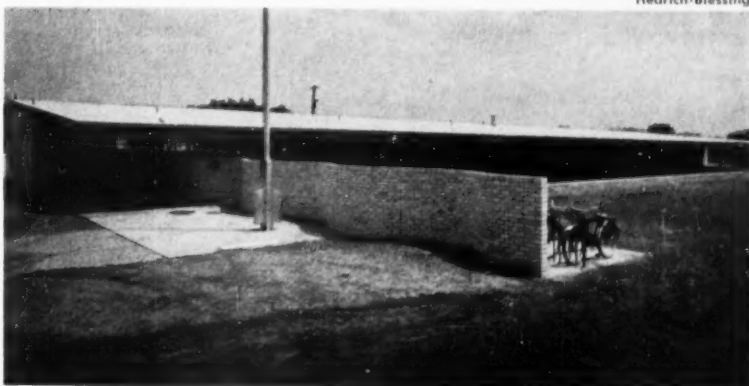


Will Rogers Elem. School Stillwater, Okla.

Caudill, Rowlett and Philip A. Wilber

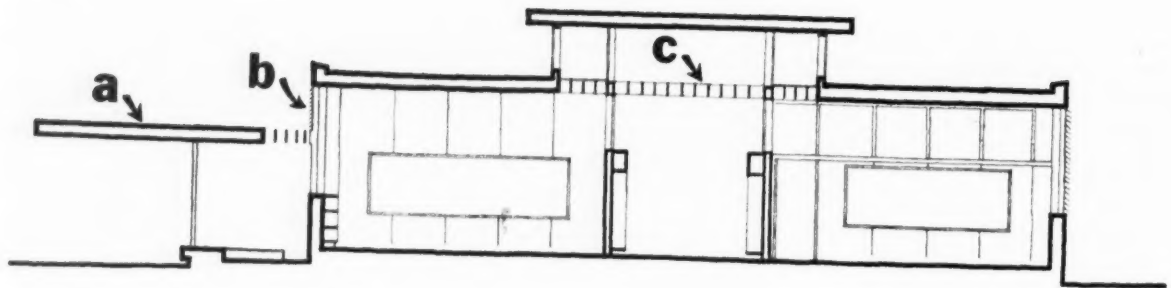
Efforts to reduce skyglare suggested use of horizontal shields. Simple roof structure extends to cover play and community use area.

- a. horizontal sky shields
- b. ventilation slot
- c. covered activity area on south
- d. radiant floor panel heating
- e. supplementary heating convectors on north

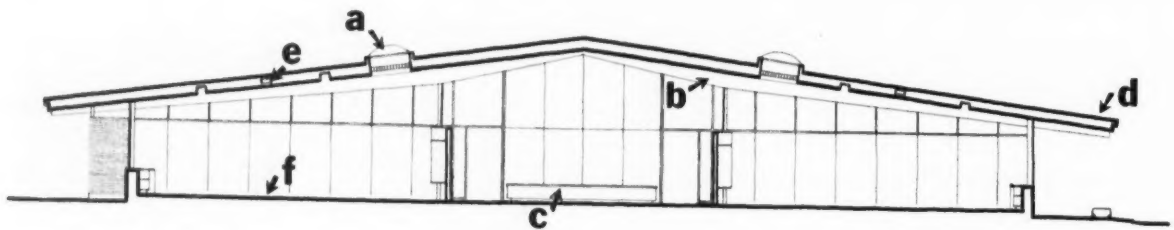


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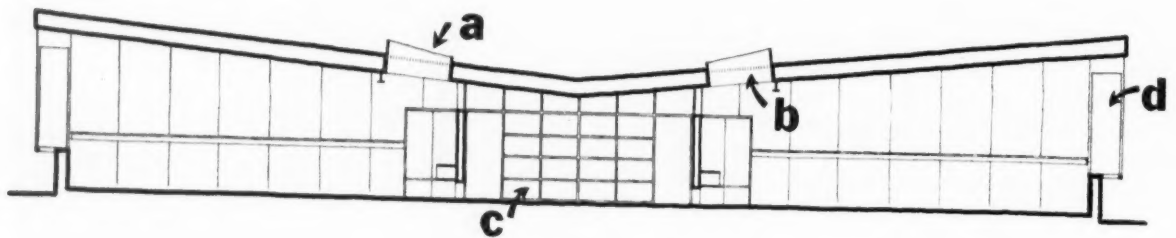
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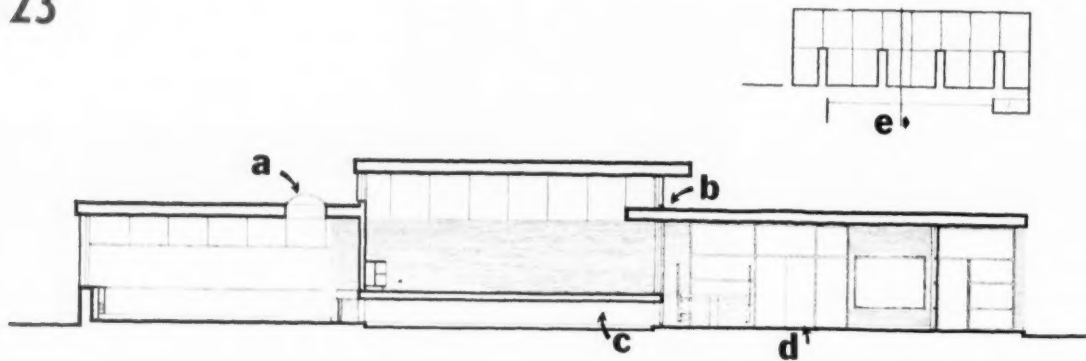
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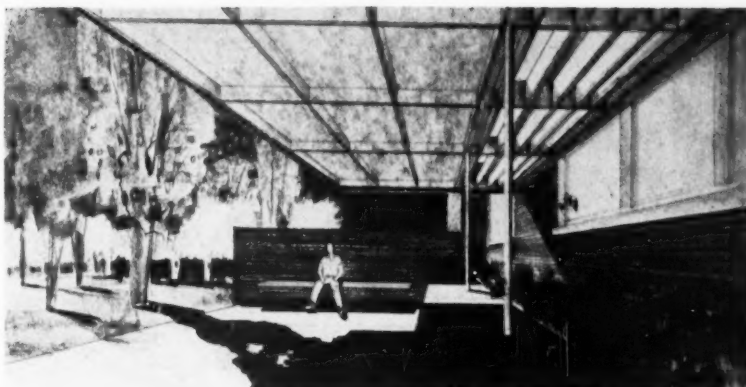


Mesquite, Texas, Senior High School

Caudill, Rowlett, Scott & Associates

In this remodeling of an existing building, social living for high school pupils suggested a covered terrace. Problems of lighting and ventilation dictated other elements of design.

- a. covered social terrace
- b. light reflecting louvers
- c. luminous ceiling in corridor and classroom

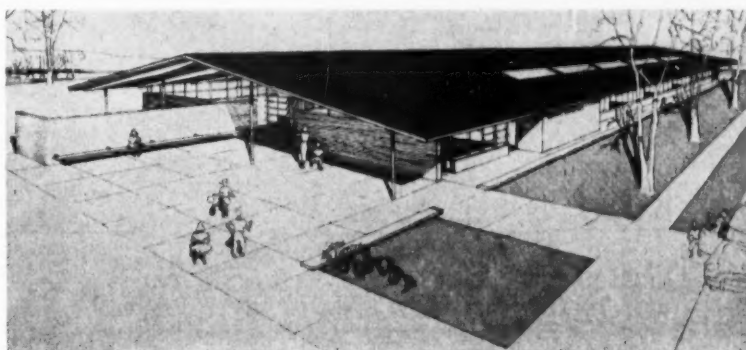


Roosevelt Elem. School Miami, Okla.

Caudill, Rowlett, Scott & Associates

In this school, a one-half block site and a severe climate dictated the compact design of classrooms about a large center hall.

- a. plastic domes for top lighting
- b. laminated wood beams
- c. stage in multi-purpose corridor
- d. sun-control projecting eaves
- e. supplementary hot air heating
- f. radiant floor panel heating

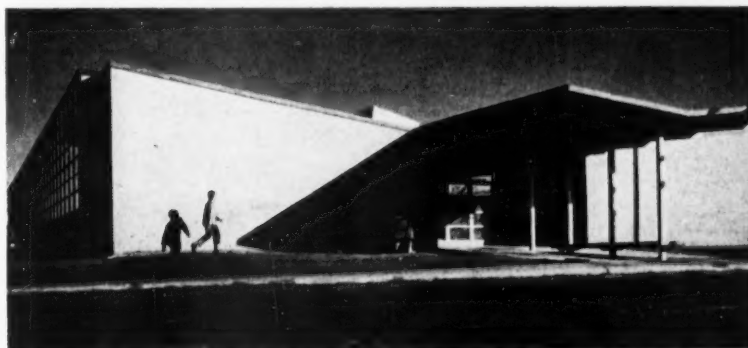


Fairview Elem. School Elk City, Okla.

Caudill, Rowlett Associates

Provisions for natural ventilation and protection from severe climatic conditions suggested this interesting butterfly design.

- a. continuous skylights
- b. multi-function corridor (also serves as air plenum chamber)
- c. egg-crate glare shields
- d. large vertical sun baffles on east and west



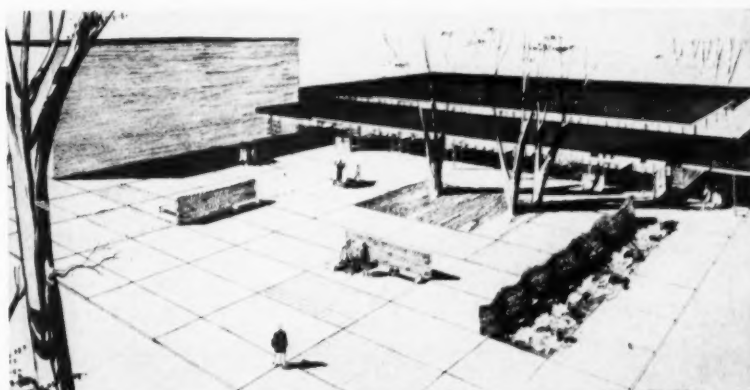
Ulric Meisel

Guymon, Oklahoma, Senior High School

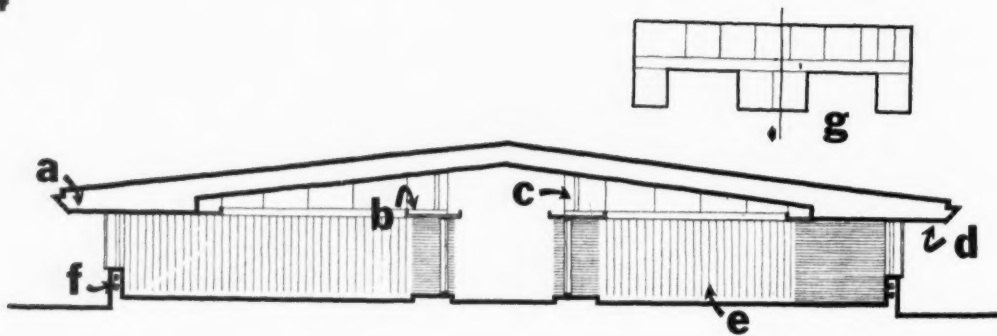
Caudill, Rowlett, Scott & Associates

Lighting and ventilating suggested monitor system; educational requirements and economy suggested the back-to-back arrangement of classrooms.

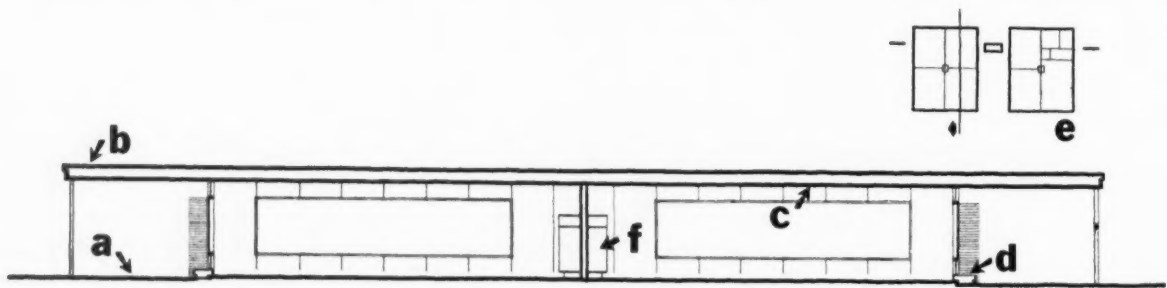
- a. plastic dome top lighting
- b. sun-controlled clerestory lighting
- c. duct for natural ventilation
- d. multi-purpose corridor and student center
- e. back-to-back classroom arrangement



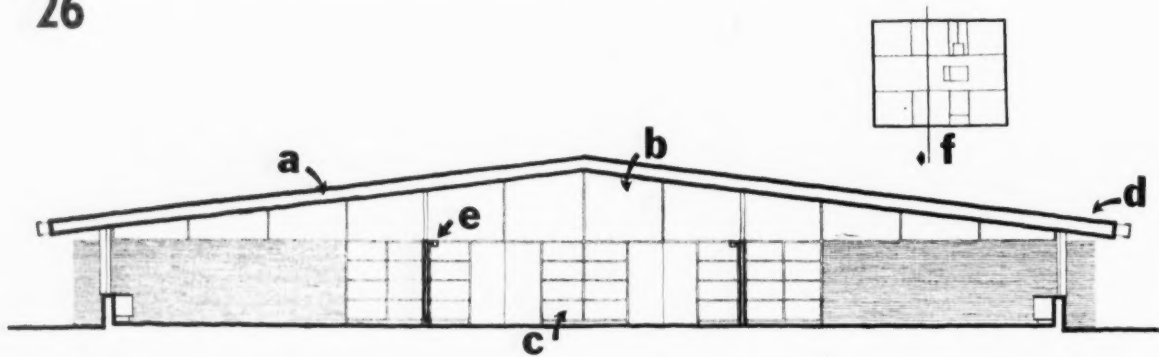
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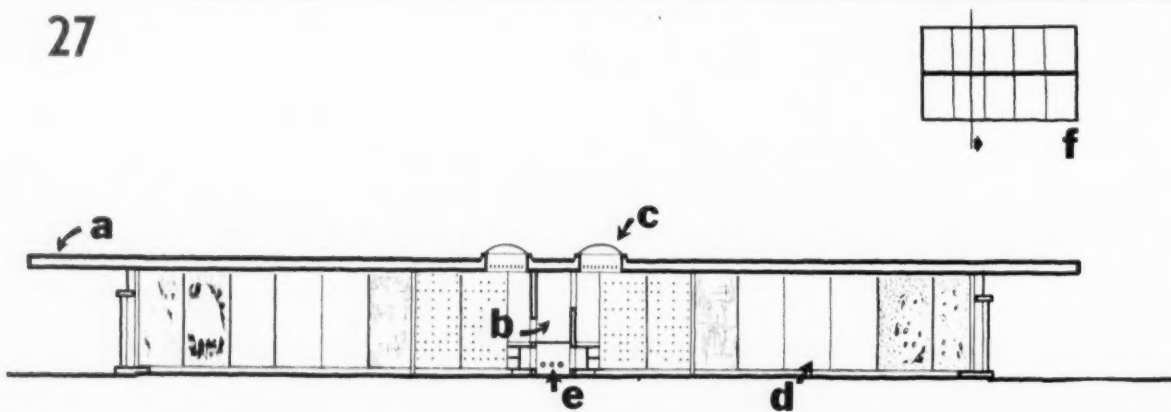
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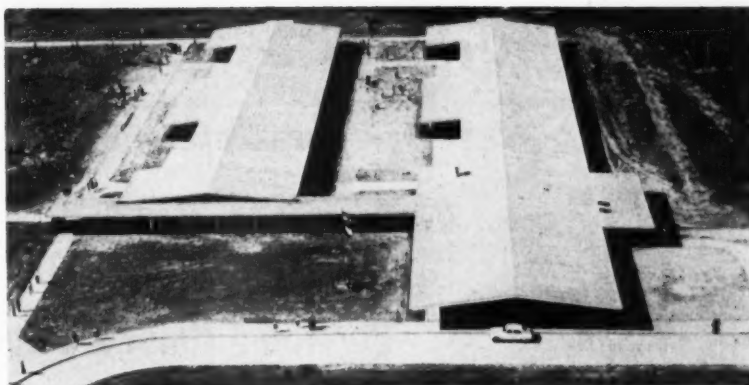


Park Place School Port Arthur, Texas

Caudill, Rowlett, Scott, Neff & Associates

To obtain maximum use of social courts and good natural ventilation, classrooms here were arranged alternately with courts. Low eaves provide residential scale.

- a. steel roof frame with insulating concrete
- b. lighting and heating cove
- c. glass opening to distribute light
- d. 7-foot eaves
- e. tackboard walls
- f. convector-radiant brick walls
- g. single- and double-loaded corridor



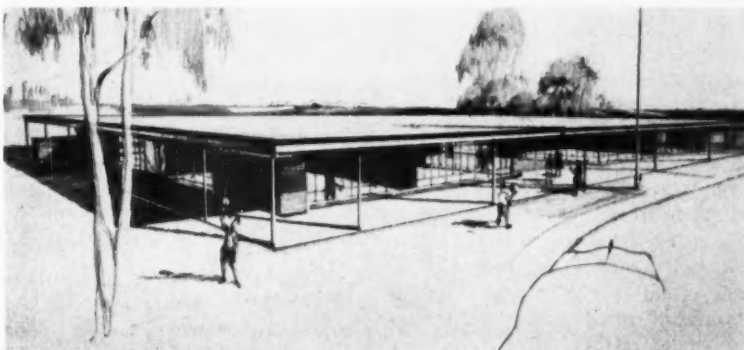
J. C. Watkins

El Vista Elem. School Port Arthur, Texas

Caudill, Rowlett, Scott, Neff & Associates

Low cubage through low, flat roof, and low perimeter distinguishes this building. Classrooms are arranged as quadruplex.

- a. covered activity area and corridor
- b. overhang for sun and rain protection
- c. economical low ceiling
- d. concrete seat protects glass
- e. quadruplex plan with ventilation baffles
- f. central utility core

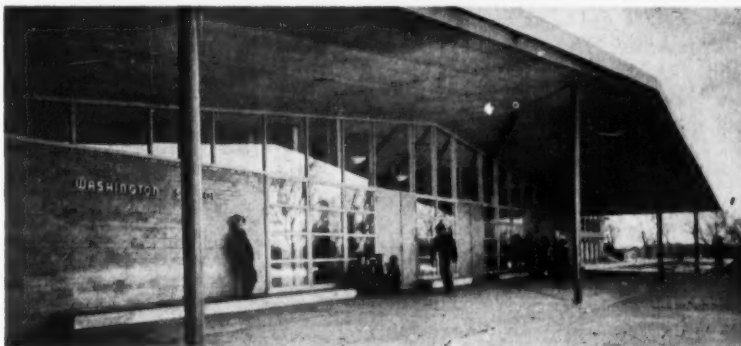


Washington Elem. School Clinton, Okla.

Caudill, Rowlett, Scott & Associates

Another form for a limited site in a severe climate area, this building is endlighted with sloping roof over a large center hall.

- a. umbrella roof (no roof breaks)
- b. light entrance through glass gables
- c. multi-purpose corridor
- d. sun control by projecting eaves
- e. cove heating units
- f. economical low-perimeter plan



Ulric Meisel

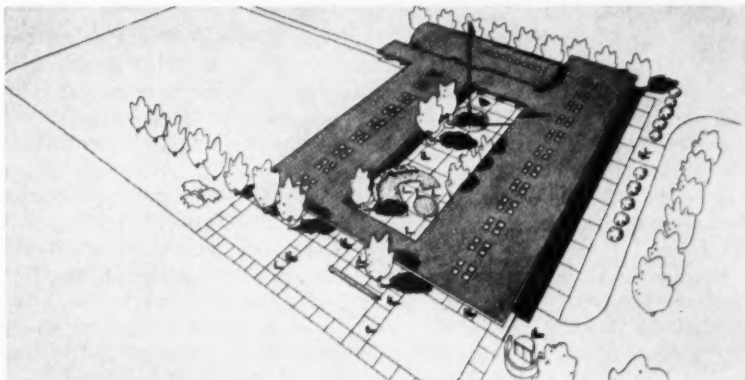
Laredo Junior High School Laredo, Texas

Caudill, Rowlett, Scott & Associates

A. A. Leyendecker, Associate Architect

Emphasis on social experiences for junior high school pupils led to an enclosed social court. Low ceiling lends an intimate atmosphere.

- a. overhangs over peripheral corridor
- b. sound-filtered ventilation duct
- c. plastic lighting dome in lift-slab
- d. teaching space dividers



SPOTLIGHT

news of the educational field

Public Education Spends \$7.5 Billion in 1952-53 to Build Record Number of Schools and Raise Teachers' Salaries

WASHINGTON, D. C.—“The American people are doing more than they have ever done before for the education of our nation's children,” the late Education Commissioner, Lee M. Thurston, declared recently.

“Our citizens taxed themselves approximately \$500 million more last year than the year before to provide for their schools,” Thurston said.

Figures furnished by the NEA indicate that they spent about \$7.5 billion to operate public elementary and secondary schools and to put up new buildings; and that the average salary of the classroom teachers was raised from \$3,240 to \$3,400.

Last year American communities built 50,000 new classrooms, Thurston revealed. The year before they built 47,000—an all-time high. This year, according to the Office of Education, another construction record probably will be set.

The following figures demonstrate the pressing need for new schoolrooms. More than 3,000,000 children entered first grade last month. Public and private elementary schools enrolled almost 27,000,000 children, as compared with last year's 25,349,000.

Some 7,302,000 students enrolled in public and private secondary schools; last year's enrollment was 7,028,000. And college and university enrollment rose from 2,400,000 to 2,500,000.

In other words, there are about two million more students this year than last; the figure approaches 37 million. By 1960 it is estimated that there will be 10 million more students in the nation's schools and colleges than there were last spring.

Despite the record amount of construction last year, the U. S. was short some 345,000 public elementary and secondary classrooms in September. Three out of five classrooms

are overcrowded, and one out of every five pupils is attending school in a building which does not meet minimum fire safety conditions, Thurston said.

The Commissioner of Education credited individual citizens, PTA's and lay citizen groups with the tremendous progress being made in

American education. PTA's have doubled their membership since 1946, and some 8,000 citizen committees are working on educational problems with local school boards and administrators. In 1950 there were fewer than 1,000 such groups known to the National Citizens' Commission for the Public Schools.

Study Use of Films in Community Improvement

MADISON, WIS.—Can films be used effectively as an aid in furthering community improvement? A project is currently under way at the University of Wisconsin to try to answer this question.

A series of film forums in 24 rural Wisconsin communities is being used to determine the comparative effectiveness of four techniques of film utilization. As a part of the study, evaluation devices have been developed to measure the thinking of the

local communities before and after they have taken part in the forum.

The four techniques will be compared in terms of their suitability in assisting local groups in studying their own communities and for planning constructive remedial action.

The basis of the film forums is “Tale of Two Towns,” a 16 mm. sound motion picture presenting the documentary story of how two small Michigan towns went about solving their problems.

Postage Meters Join Campaign for Better Schools; Adopted by Scores of Businesses, Education Offices

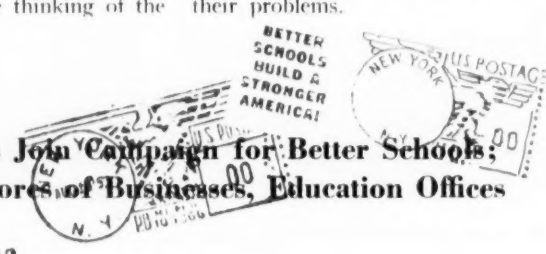


NEW YORK—As the Better Schools advertising campaign goes into full swing this fall in newspapers, on radio and television and in public buses and trolleys, postage meter ads reading “Better Schools Build a Stronger America” will be making the rounds of the nation's mailboxes in increasing number, according to the National Citizens' Commission for the Public Schools.

A by-product of the over-all advertising campaign, which is conducted by The Advertising Council

in cooperation with the NCCPS and the U. S. Office of Education, the postage meter messages are stamped on outgoing envelopes at the same time the postage is affixed by the meter. Scores of businesses and educational offices are using the Better Schools stamps now and the Commission expects that their number will increase as the campaign progresses.

The postage meter project was initiated by the Commission late last year when it wrote to several col-



leges, businesses and industries asking that they help focus attention on the public schools by using the "Better Schools" stamp on their outgoing envelopes.

The over-all 1953 Better Schools campaign began in August when the transportation industry devoted car card space to carry Better Schools messages. Throughout September, newspaper advertisements pointed up the importance of citizen participation in the schools, and spot announcements were aired on radio and TV.

Teachers' Union Votes to Abolish Segregation

PEORIA, ILL.—Racial segregation in the 400 local unions of the American Federation of Teachers, A. F. L., was recently banned.

Delegates attending the organization's 36th annual convention here voted to amend their constitution to read that "the practice of any local in limiting its membership on account of race or color shall render its charter void."

This amendment was introduced by Local 66, the Boston Teachers Union. All local organizations will be given ample time to amend their constitutions to this effect.

Science Classes Vie With Hot-Rods, Space Ships

WASHINGTON, D. C.—An increasing number of boys and girls, surrounded by the "gadget science" of hot-rods, atomic ray guns and space ships, are passing up their school science programs because they think the classes are dull.

Science teachers hope to remedy this through the 1954 program of science achievement awards which will open this month, according to Robert H. Carleton, executive secretary of the NEA's National Science Teachers Association.

The annual awards program, conducted by NSTA, is open to junior and senior high school science students in public, private and parochial schools. The Association will also give recognition awards to science teachers for outstanding work.

Information about the awards program may be obtained from NSTA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Dr. Lee M. Thurston, Commissioner of Education, Dies; Appointed to Post by Eisenhower Two Months Ago

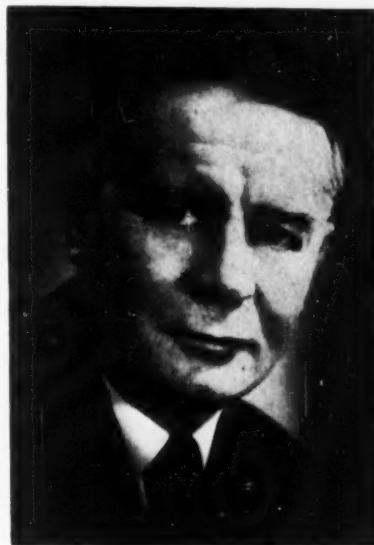
WASHINGTON, D. C.—Dr. Lee M. Thurston, U. S. Commissioner of Education, died here of a heart attack on September 4.

Dr. Thurston was appointed to the Federal post by President Eisenhower in June and was sworn into office July 2. He succeeded Earl J. McGrath who resigned the office of Commissioner of Education in protest of drastic cuts in the Office of Education budget proposed by the House. Congress, however, subsequently appropriated \$2,800,000 for Office of Education salaries and expenses to restore Office staffs to the 1952-53 strength.

Lee M. Thurston was born in Central Lake, Michigan, in August, 1895. He received a teaching degree from the University of Michigan in 1918, and subsequently received a Master's degree and a Doctor of Philosophy degree from that university.

His entire life was devoted to education. He taught in Michigan high schools, was superintendent of schools in Perry, Michigan, and assistant superintendent in Ann Arbor. Three years of service as deputy state superintendent of public instruction in Michigan were followed by six years as professor of education at the University of Pittsburgh.

From 1948 until this spring he



Lee M. Thurston

held the post of Superintendent of Public Instruction for the State of Michigan. This spring Dr. Thurston was elected chairman of the Educational Policies Commission, and was appointed Dean of the School of Education at Michigan State College. Two weeks before he was to have taken over the second job, Eisenhower appointed him U. S. Commissioner of Education. The appointment was quickly approved by the Senate and he was sworn into office July 2.

Utah Teachers Threaten to Strike for Higher Salaries; Vote to Return to School on "Day-to-Day" Basis Only

SALT LAKE CITY—Public education is more and more being compared to big business. And one of big business's biggest headaches—the strike—is hanging over Utah like Damocles' sword.

On August 28 the Utah Education Association, representing most of the state's 6,500 teachers, held a mass meeting to vote on a resolution against returning to school unless Governor J. Bracken Lee called a special session of the Legislature to consider a new school financing plan outlined by the Legislative Council.

Salaries are the crux of the crisis. They average \$1,000 less than those of coastal states and \$400 less than other mountain states. Furthermore, enrollment increases have raised pu-

pil-teacher ratios to an "impossible" level, educators say. To top it all off, many teachers are leaving the state; as many as 20 percent of Salt Lake City's staff are said to have resigned.

Governor Lee's reply urged citizens to increase local tax levies for additional school funds. He stated that to call a special session would be counter to his campaign program of economy and tax reduction.

After a five-hour debate, teachers voted two to one to return to school, but they refused to sign proffered contracts. They are working on a "day-to-day, week-to-week" basis in districts where this is legal. Contracts were signed on a "ten-day termination basis." Thus, according to Isaac B. Humphrey, president of the Salt Lake

SPOTLIGHT

Association, teachers could still strike if Governor Lee does not take some action in what teachers consider a reasonable time.

Schools here have found it necessary to put second grade pupils on half-day sessions and to eliminate home service, elementary music and driver-training programs. At the news of the second-grade cutbacks, 700 irate parents threatened to march on the gubernatorial mansion. They were restrained by Dr. M. Lynn Bennion, superintendent of schools, who suggested that a petition might be more effective.

William E. Lloyd Heads AASA Special Services

WASHINGTON, D. C.—William E. Lloyd, former director of school-community relations for the Richmond, Virginia, Public Schools, was recently appointed director of special

services for the American Association of School Administrators.

In announcing the appointment, AASA Executive Secretary Worth McClure stated that "the addition of Mr. Lloyd to the AASA staff will make it possible for the association to continue its expanding program of service to school administrators throughout the United States."

Mr. Lloyd has served as teacher, coach and assistant principal in several Virginia schools. He also has extensive newspaper experience.

Houston Teaches Violin On Mass-Production Basis

HOUSTON—Texas, where they do everything in a big way, is now turning out violinists on a mass-production basis.

A program of stringed instrument instruction for whole classes at one time was started in Houston schools three years ago. School executives say it is building overall educational and social balance, as well as teach-

ing fourth through sixth grade pupils by the dozen to make their own music.

Emphasis is on broad educational goals—to cultivate habits of intensive effort; to train in effective use of time; to encourage acceptance of responsibility; to develop wholesome attitudes toward teamwork, social interaction and competition; and to build an appreciation for beauty.

AASA Advises Educators on School Insurance

WASHINGTON, D. C.—School buildings and equipment may be the community's biggest economic asset and should be adequately protected against loss from fires and accidents by a sound insurance program, warns the AASA in a recent booklet on *Managing the School District Insurance Program*.

Pointing out that major responsibility for managing this program rests with the local school board and the superintendent, AASA declares that ounce-of-prevention planning

Conference Calendar

OCTOBER

- 1-3, Educational Policies Commission, Colorado Springs, Colorado.
- 8-9, Thirty-Sixth Annual Meeting, American Council on Education, Washington, D. C.
- 11-14, Eighth National Conference, County and Rural Area Superintendents, NEA, Omaha, Nebraska.
- 11-15, Association of School Business Officials of the United States and Canada, Cleveland.

NOVEMBER

- 15-18, National Conference on Driver Education, Commission on Safety Education, NEA, East Lansing, Michigan.
- 23-28, Forty-Seventh Annual Convention, American Vocational Association, Chicago.
- 26-28, Annual Convention, National Council for the Social Studies, NEA, Buffalo, New York.
- 27-28, Eighth Joint Committee Conference, Department of Classroom Teachers, NEA, Washington, D. C.

DECEMBER

- 27-30, Annual Mid-Winter Confer-

ence, National Science Teachers Association, NEA, Boston.

- 28-30, Annual Convention, Speech Association of America, NEA, New York City.

- 28-30, Fourteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Los Angeles.

- 28-30, Fifty-Sixth Annual Convention, National Business Teachers Association, St. Louis.

FEBRUARY

- 11-13, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.

- 11-13, Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.

- 11-13, Joint Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA; Chicago.

- 13-18, National Convention, American Association of School Ad-

ministrators, NEA, Atlantic City.

- 14-15, Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City.

- 15-18, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

- 20-24, Thirty-Eighth Annual Convention, National Association of Secondary-School Principals, NEA, Milwaukee, Wisconsin.

MARCH

- 2-5, Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago.

- 4-6, National Conference, Association for Higher Education, NEA, Chicago.

- 7-12, Annual Convention, Association for Supervision and Curriculum Development, NEA, Los Angeles.

- 19-20, Fifth Annual Dinner, National Citizens' Commission for the Public Schools, San Francisco.

- 26-31, Biennial National Meeting, Music Educators National Conference, NEA, Chicago.

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Same as No. 1500 but has KEY-CONTROL. Each student has own combination — yet one school-owned control key opens every locker. Genuine pin tumbler construction — finest protection known to lock making.

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can reduce both the risks to school district property and the cost of protective insurance.

Basic principles in setting up a long-range property insurance program, tips for determining replacement values, and the pro's and con's of various types of insurance are contained in the booklet. It may be obtained for 50 cents from the American Association of School Administrators, 1201 Sixteenth Street, N. W., Washington 6, D. C.



Dr. Howard E. Wilson

Wilson Succeeds Carr in Policies Commission Post

WASHINGTON, D. C.—Dr. Howard E. Wilson of New York City will become Secretary of the Educational Policies Commission on November 1, 1953, succeeding William G. Carr in that post.

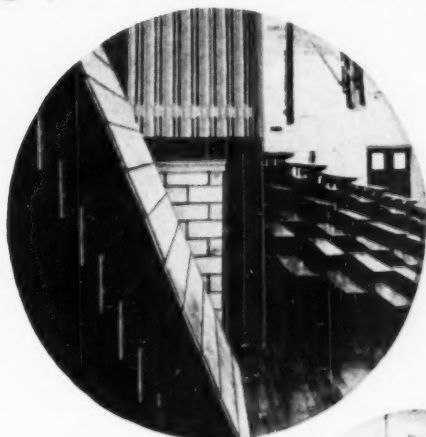
The Commission, jointly sponsored by the NEA and AASA, has been an influential voice in American education since its establishment in 1935. The twenty-member Commission conducts surveys and studies, publishes books and documents, and formulates policy statements on critical educational issues.

In recent months the Commission has declared that Communists should not be employed as teachers, that public schools should teach moral and spiritual values without teaching sectarian religion, that citizen groups should exercise a larger influence in

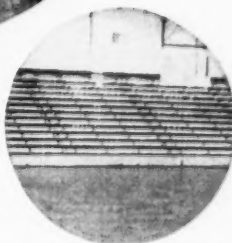


3 gyms in one make sense

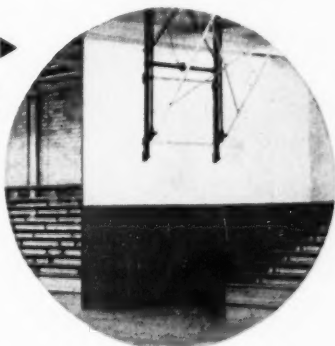
HORN Seats—folded mean plenty of room for practice. A smooth, safe surface protects players.



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HORN Partitions—electrically operated, easily folded back for exhibitions, or extended to provide two or more practice gyms.



FOR SAFETY, plan with HORN! Horn folding gym seats provide a *smooth, sloping surface* when folded . . . real protection for the *vital zone*!

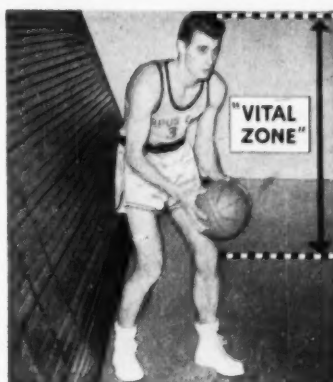
They'll pay for themselves in use! Horn planning and equipment give you maximum gym use—for exhibitions that pay—for efficient practice.

Your local Horn representative helps you plan. Horn factory crews supervise installation. Horn quality construction gives years of trouble-free service.

Write today for details on Horn folding gym seats and partitions—and the new folding stages.

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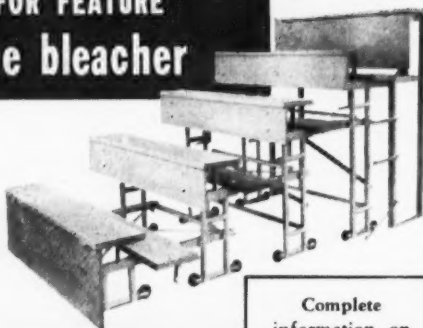


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Positive safety locks prevent movement without use of friction devices.



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The only telescoping bleacher that telescopes and extends by rolling at both floor and understructure levels.

Complete information on the revolutionary Leavitt Telescoping Bleacher is available on request.

For all your seating requirements, remember Leavitt for:
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SPOTLIGHT

shaping local school policies, and that it is in the interest of the United States that its schools should provide informed and factual instruction about the United Nations and UNESCO.

Dr. Wilson aided in the establishment of UNESCO, and in 1947 directed UNESCO's first international seminar in education at Sevres, France. He has served two terms on the U. S. National Commission for UNESCO.

Universities and World Affairs is one of Dr. Wilson's recent books. He has been a member of the executive staff of the Carnegie Endowment for International Peace since 1945 working on the development of many educational enterprises bearing on international relations.

Congress Releases New Funds for College Housing

WASHINGTON, D. C.—A total of \$63,500,000 is available for the College Housing Loan program for the fiscal year 1954. This sum is made up of \$50 million recently released by Congress and \$13,500,000 remaining from last year.

The requirement of a defense relationship on loans has been withdrawn by the Housing and Home Finance Agency. The Agency has, however, announced a new rate of interest, 3.5 percent, effective on all loans through December 31, 1953.

College and university administrators interested in the possibility of financing a housing project through the resources of the College Housing Loan Program should write to the appropriate regional representative of the Housing and Home Finance Agency for information and application forms.

Retired U. of Washington Professors Organize

SEATTLE, WASH.—Unwilling to retire to their crocheting or golf, eighteen former members of the University of Washington faculty have become charter members of a new organization, "Brains, Incorporated."

Officially known as the Retired Staff Association, the organization

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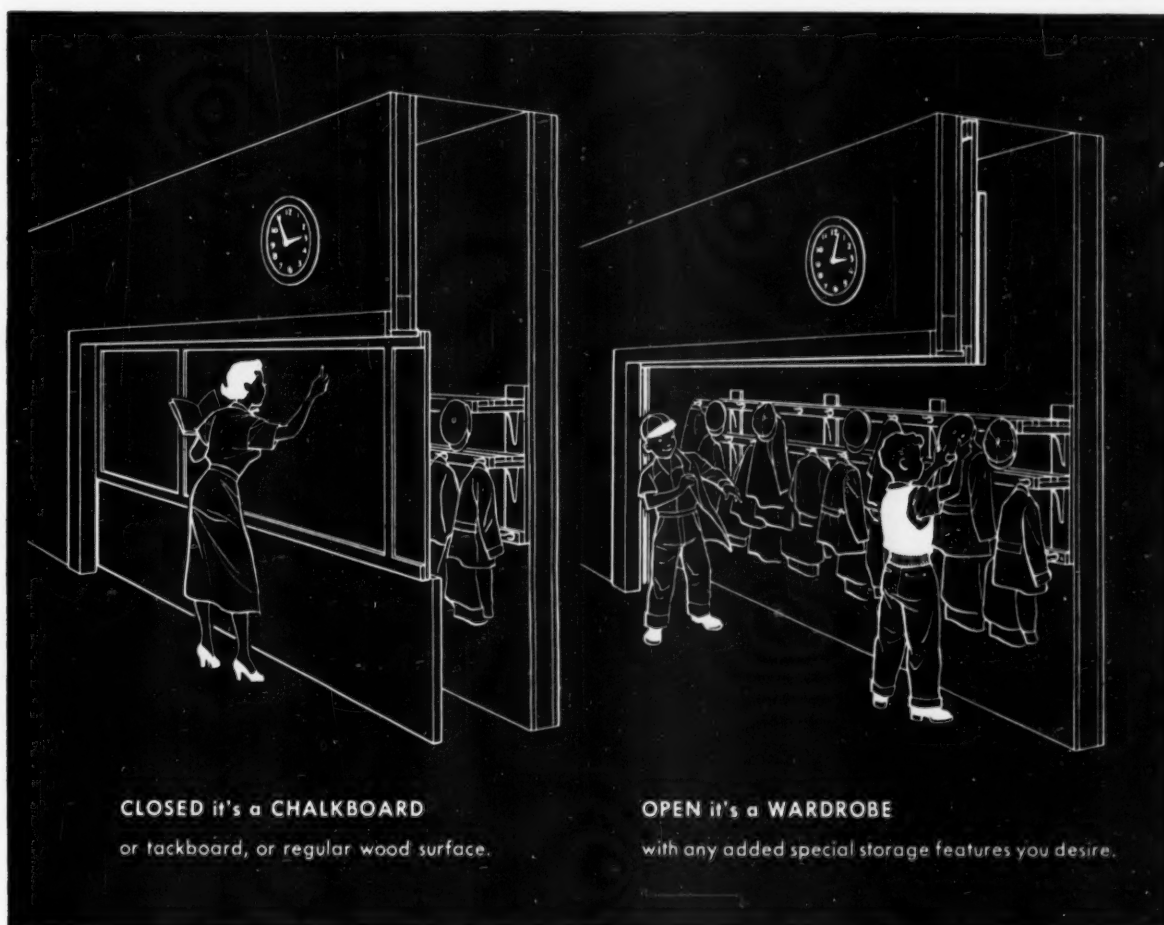
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**it's the newest
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... here's how it works!**

School officials and school architects everywhere are finding that Barcol WARDROBEdoors effectively save up to 15 sq. ft. per room, while providing more working wall space for chalkboard or tackboard. Full-width opening provides for effective teacher control. Maintenance is easier, because floor is completely clear of pivots or hinges.

Barcol WARDROBEdoor dimensions are 10' or 12' wide and 6' high, requiring only 9'6" ceilings (3'6" above opening). Depth can be as little as 24".

Ask your Barcol distributor for detailed "Architect's Service Kit" or send coupon today.



CLOSED it's a CHALKBOARD
or tackboard, or regular wood surface.

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with any added special storage features you desire.

Partial List of Installations

Eleven Barcol WARDROBEdoors were used recently in the Henry Barnard School, New Rochelle, N. Y.—Architect, Lee Perry. Information and pictures of installations in Richmond, Va.; Heuvelton, N. Y.; Milwaukee, Wis.; Snyder, N. Y.; and other places available on request. Most installations are in classrooms, but some are in hallways with natural or painted wood finish.



Call your Barcol WARDROBEdoor distributor—listed under "Doors" in classified directory, or write for complete information on Barcol WARDROBEdoors.

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Substantial savings resulted from Tremco Man experience and knowledge of low-cost maintenance methods. In this case, Alleghany County School District, Covington, Va. averages a savings of \$55.00 per room.

TREMCO MAN "KNOW HOW"

...backed by a quarter century of maintenance experience, makes effective such low-cost results.

Tremco Man, Francis Lee, planned this economical painting program. His recommendations of using "minimum fog-spray" materially saved labor costs and paint waste. There is a trained Tremco Man like him near you.



Elimination of Eye Strain Now Achieved Through "CONTRAST CONTROL"

Tremco's "Contrast Control" interior painting system, based on the collaboration of lighting engineers and paint technicians, regulates the brightness pattern of all areas in a room. It avoids extreme contrasts—provides comfortable seeing, reduces eye strain and fatigue, improves efficiency and morale. For free booklet "Your Next Paint Job" write The Tremco Manufacturing Co., Cleveland, Ohio or The Tremco Manufacturing Co. (Canada) Ltd., Toronto.

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PRODUCTS AND METHODS
FOR BUILDING MAINTENANCE

SPOTLIGHT

is composed of retired faculty members who are anxious to offer their specialized skills to business, industry, government and education. The charter members represent a wide range of fields—all the way from art to zoology.

All members of "Brains, Incorporated" are former deans or professors of recognized academic distinction. Three have been given the University's highest alumni honor for their outstanding contributions to science and education.

Benson Calls Meeting on School Lunch Program

WASHINGTON, D. C.—Last year almost ten million children participated in lunch programs receiving Federal assistance. In order to assure state and local groups their part in planning future school lunch developments, Secretary of Agriculture Ezra Taft Benson asked a group of educators to consult with the Department on administration of the National School Lunch Program.

The group invited was composed of people who are directly concerned with administration of the program at state and local levels. They met in Washington, D. C., September 28 and 29.

Secretary Benson asked the educators to recommend long-range plans for the development of school lunch programs at Federal, state and local levels of government, and to advise the Department on major administrative problems in connection with the National School Lunch Program.

Commenting on the current program, Benson said that it "has proved to be a most effective means both of improving the diets of children and of expanding markets for agricultural commodities."

U. S. Office of Education History Reviewed

WASHINGTON, D. C.—The U. S. Office of Education has been much in the news recently because of McGrath's resignation and the controversy over Office of Education funds.

A brief account of the Office's history since its creation in 1866, the American educational scene prior to

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Small schools with their limited budgets and large city school systems have found Baker Scaffolds a wise investment to reduce house-keeping expenses. They can be assembled or disassembled quickly and easily. The absence of "X-Bracing" permits the use of Baker Scaffolds in classrooms with a minimum of disturbance... they span desks, chairs and laboratory equipment so that overhead work can be handled at any time. Baker Scaffolds may be stacked for height to reach high ceilings in gyms or auditoriums and may also be arranged to cover large wall or ceiling areas. Here is the economical answer for all work that must be done off-the-floor.



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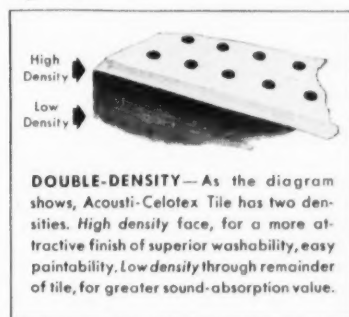
Enter QUIET... and with it, more fruitful study!

Take any school corridor—add shrill voices, scuffling feet, constant activity—and you have a problem too serious to ignore... noise. Irritating noise that filters into classrooms and makes distinct hearing difficult, concentration next to impossible! Distracting noise that blocks both teaching and learning!

Low-Cost Solution

To guard against this, hundreds of schools have installed economical Acousti-Celotex Sound Conditioning! In corridors, gyms, cafeterias, band rooms, study halls and libraries—a sound-absorbing ceiling of Acousti-Celotex Tile checks noise, brings *quiet*

comfort that benefits all. In classrooms, auditoriums and music rooms it improves acoustics, makes distinct hearing easier.



Easy Maintenance

Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its remarkable *double-density* feature (see diagram) defies warping—provides a surface of unusual beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing efficiency!

MAIL COUPON TODAY for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation!



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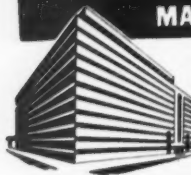
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Your maintenance costs may be more modest, but we'll wager you, too, will save considerable money and time with the LEGGE System. Stacks of case histories prove LEGGE polishes remain on your floors up to 8 times longer without the need for stripping and re-applying. What's more, a LEGGE Safety Engineer custom tailors a regular upkeep program to your needs. He shows your crews how to get top efficiency without waste motion. His services are FREE.



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LEGGE Polishes give your floors a gleam that's hard to match. Yet, they go up to 75% beyond U. L. requirements for slip-resistance. Practically end the threat of slip-accidents and damage suits.

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its creation, the Congressional debates, and the revisions of legislation to create a Federal agency to promote the cause of education are contained in a new Office of Education publication entitled "To Promote the Cause of Education."

The story originally appeared in the June, 1953, issue of *School Life*. It has been reprinted by the Office of Education for general distribution.

Industry Does Something About Teacher Shortage

ALLENTOWN, PA.—In order to increase the number and quality of teachers in its own plant community, the Lehigh Structural Steel Company here has awarded ten \$200 scholarships for teacher graduate work and four scholarships for college students who plan to enter the teaching profession.

Qualifications for a graduate study scholarship require that the candidate be a teacher in the Allentown schools and show eligibility for admittance to an accredited graduate school.

A student scholarship requires the candidate to be a graduate of an Allentown high school, agree to teach school, maintain acceptable marks, and have need of financial assistance.

In announcing the awards, T. R. Mullen, Jr., president of the company, said that a prime need of today is for American business and industry to lend financial support to our colleges, universities, and community school systems.

Trend Toward School-City Planning for Recreation

NEW YORK—Striking evidence of a trend toward pooling of school and municipal park and recreation resources in the interest of economy and more effective community recreation service is contained in a new booklet published by the National Recreation Association.

Entitled *School-City Cooperation in the Planning of Recreation Areas and Facilities*, the booklet describes the experiences of twenty communities ranging in size from New York City to Glencoe, Illinois. Specific



that **LASTS** for
Years **GRIGGS**

Yes, GRIGGS tubular tables and chairs provide your school with smart, attractive classroom seating which will last for years. GRIGGS seating will always be modern and its sturdy construction will stand years of full schedule use. GRIGGS tubular tables and chairs are available in ALL sizes and five appealing colors. Tables are available with long-wearing FORMICA tops and all units have rubber-mounted floor glides.

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**SKYLINER
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DESKS**



If you demand attractive space-saving classroom desks in sturdy, movable furniture, it will pay you to investigate the GRIGGS Skyliner. Available in three sizes, five colors and a variety of styles.

Manufacturers of School, Church,
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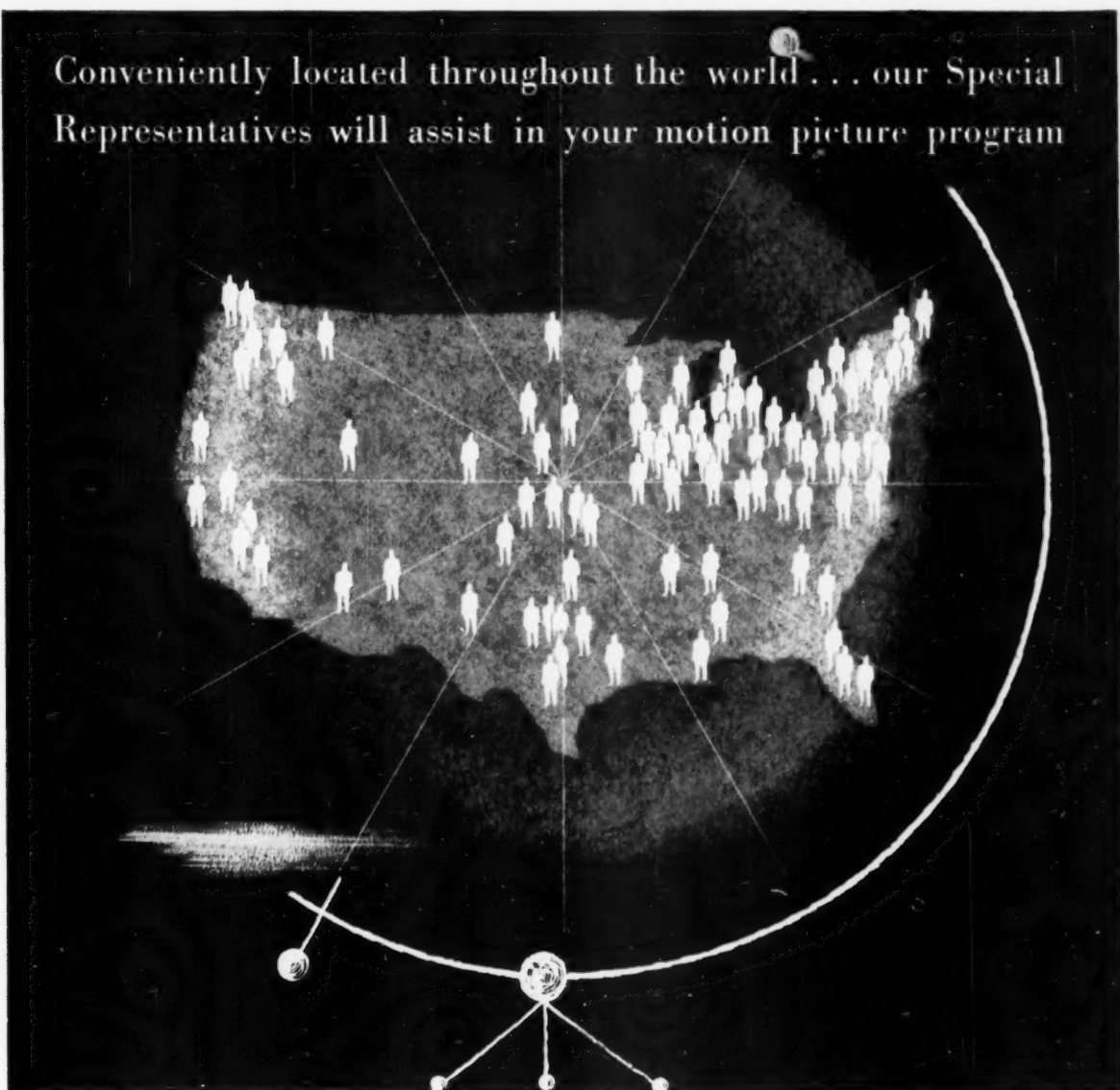
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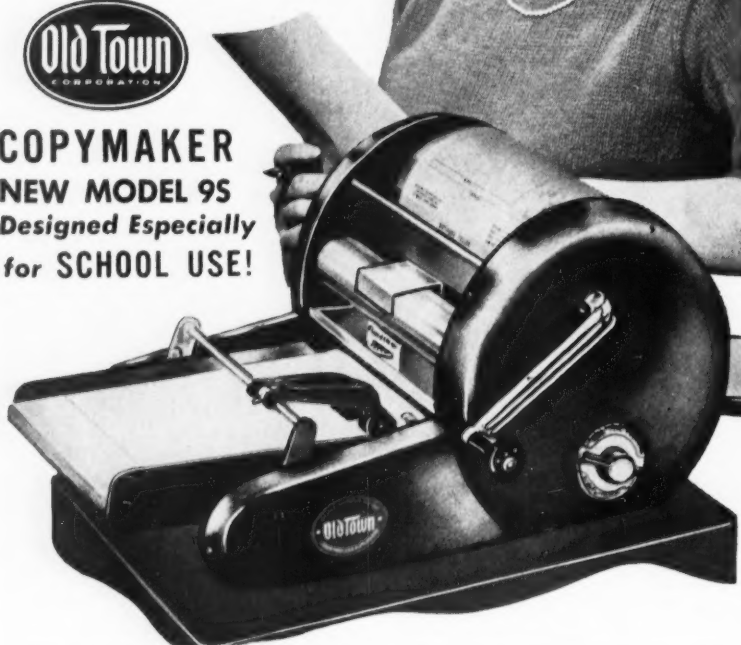
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Yes, a single **Old Town Master** will provide all the copies you need for question and answer sheets, examinations, memos, bulletins, announcements — when you use an **Old Town Copymaker**!

Duplicating paper work with the new **Old Town Copymaker** is so simple that even the youngest boy or girl in your school can handle it with ease.

Specifically built for school use — with rugged, streamlined construction — at a price schools can afford. The **Old Town Copymaker** is a spirit duplicator which does not require stencils, mats, or inking — clean, efficient, fast.



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examples are given of how many real and imaginary obstacles to such cooperation were removed, and examples of agreements entered into by the different municipal agencies are briefly quoted.

The importance of continued joint planning by school and municipal officials is underlined by an Association study made in 1950 which showed that in 105 cities "building not planned for recreational use" represented the only significant difficulty in the way of effective use of schools for community recreation activities.

Copies of the booklet may be obtained for 75 cents from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

A.I.A. Queries States on Stock School Plans

WASHINGTON, D. C. — A complete tabulation of the extent to which stock plans for school buildings are used in the 48 States has been compiled by the American Institute of Architects.

The AIA's national survey showed that ten states use stock plans to some extent, but the remaining 38 have either abandoned or never used the practice.

The AIA plans to follow up this factual report with a more detailed study of the stock plan problem. Single copies of the first study may be obtained on request from the AIA, 1735 New York Avenue, N. W., Washington 6, D. C.

School Business, Plant References Catalogued

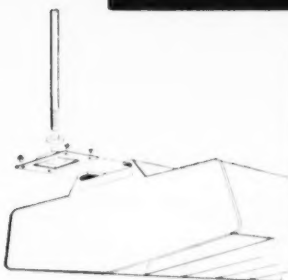
KALAMAZOO, MICH. — The first bibliography listing references on school planning, building, maintenance, and management has been compiled by the Association of School Business Officials of the United States and Canada.

The book, entitled *A Selected Bibliography of Business and Plant References for the School Administrator*, includes 1,200 references—books pamphlets, bulletins, and periodical articles—cross references, and a subject index.

Material was chosen on the basis of authoritativeness, comprehensive-



Performance Exceeds Requirements of
American Standard Practice for School Lighting



Sliding stem plate can be moved from end to end to support the Cavalier at any point, completely eliminating problems of in-line spacing of mounting points.



For the complete story of this beautiful new streamlined direct-indirect luminaire, write for an 8-page 3-color folder. The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada, Wakefield Lighting, Ltd., London, Ontario.

Note that the brightness readings for the new Cavalier are well below the recommended maximums:

Zone	The Cavalier	Max. Recommended with Proper Refl.
60°-90°	100 ft.-L	450 ft.-L
45°-60°	250 ft.-L	900 ft.-L
0°-45°	1800 ft.-L	2000 ft.-L

Several important new design features are responsible for such excellent performances:

FIRST, the full length luminous plastic side panels have no opaque metal framing, but are supported internally by a steel frame. This frame is also an internal reflector, a feature which keeps side panel brightness down to a pleasant 100 ft.-L.

SECOND, the louvers provide complete 45° x 45° shielding, or shielding at 45° x 25°. There is no view of lamp at specified shielding angles through the entire viewing cone.

THIRD, a special Wakefield low-brightness finish on louvers, side reflectors, panels and channels serves to keep brightness low.

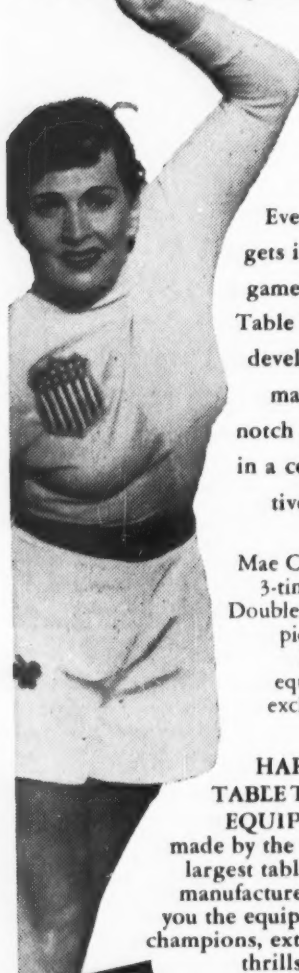
Here then is an excellent new direct-indirect luminaire for your consideration when planning classroom lighting. There are two models, both equipped for Rapid Start or Slimline lamps, the Cavalier II (two lamps) and the Cavalier IV (four lamps).

Wakefield Over-ALL Lighting



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ness, recency, accessibility, and recommendation by authorities.

This bibliography is available from The Association of School Business Officials, 710 Kalamazoo Building, Kalamazoo, Michigan, for \$5.00.

Teachers Adjust Best to Life on a Pension

NEW YORK — This city's retired school teachers find life on a pension more satisfying than any other group of retired employees, according to the Mayor's Advisory Committee for the Aged.

And as a general rule, the Committee said, the women are happier than the men. The size of their pensions, willingness to work, and the number of activities in which retired people are involved were found to be contributing factors. Some 71 per cent of those engaged in five to nine activities found their retirements satisfactory.

Emery Heads U. of Omaha Adult Education College

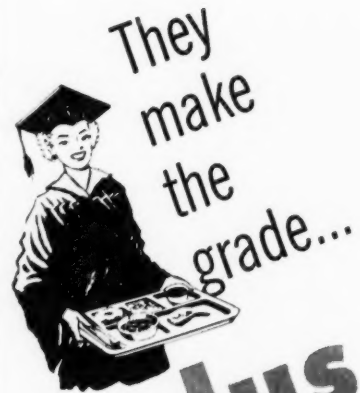
OMAHA—Dr. Donald G. Emery became Dean of the College of Adult Education at the University of Omaha last month. The post was vacated by the retirement of former dean Everett M. Hosman.

Dr. Emery came to Omaha in 1951 from Cedar Rapids, Iowa, where he was director of guidance, research, and special services in the public schools. He was recently elected secretary-treasurer of the Missouri Valley Adult Education Association.

Sheats Takes Top Post in Adult Education Assoc.

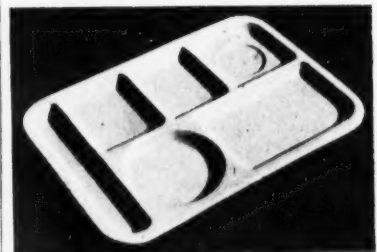
CHICAGO—Paul H. Sheats, associate director of the Extension Division, University of California at Los Angeles, has been elected president of the Adult Education Association of the USA for 1953-54.

A graduate of Columbia and Yale, Sheats has been associated with the Office of Education, Office of War Information, Town Hall of New York City, and National Council of



A-plus in economy!

Already Proved in over 1000 schools, Arrowhead is way ahead in honors for efficient service at low cost. It's the cafeteria tray that meets all your demands ...practically eliminates breakage expense...saves labor ...serves as tray and plate ...actually defies damage because it's molded of Melamine plastic, won't chip, won't break!



New Improved design for even more advantages...better draining, better drying, better stacking to speed up the whole dishwashing operation. Silver at left for perfect weight balance. New trays stack with previous models.



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24 Hour "Dunking"

proves Gallon for Gallon



Results of water-resistant tests of testing laboratories show: no wash-off loss; no dulling of glass; Super Hil-Brite does not turn milky after 24 hours in a watery bath even after only 1 hour of drying time. (Other waxes tested failed on one or more of these counts.)

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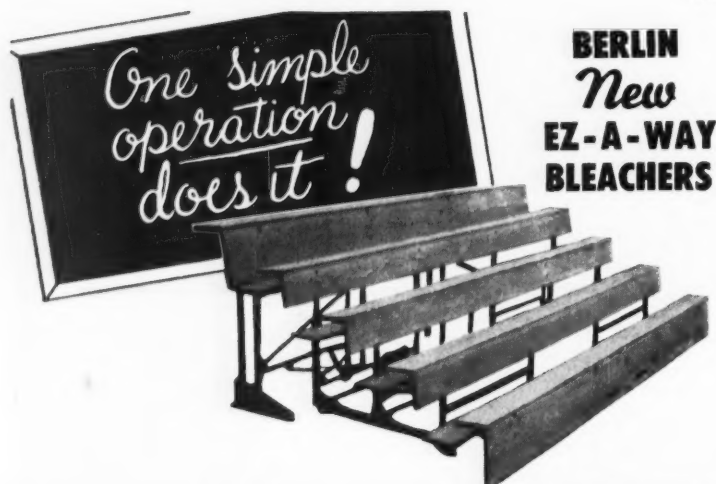


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- Meets Rigid State Codes for Safety
- Provides Maximum Seating Capacity
- Requires Minimum Floor Space
- Simple Construction—No Complicated Parts

Write or wire
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SPOTLIGHT

the YMCA. He is a member of the U. S. National Commission for UNESCO and co-author of a recently published textbook, *Adult Education—The Community Approach*.

California Adults Eager for Television Courses

SAN FRANCISCO—After announcing a television series on child psychology, the University of California received 1,500 telephone calls and letters from interested people. Nearly 300 sent registration fees for one of the correspondence courses which the programs were to illustrate. Another 60 bought the syllabus.

Public reaction from 26 programs, said University officials, made it clear that educational TV, presenting a person who knows his subject, "does not need elaborate staging or other costly support. In other words, public interest can be counted on to build audiences less expensively than public entertainment might."

SE-105

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Educators Split on Value of Separate Junior High

WASHINGTON, D. C.—Reorganization of public secondary school to include some form of junior high school has made tremendous progress during the past 30 years, and the trend has been accelerated since 1946, reports the Office of Education.

In 1952 only 42.8 percent of public secondary day schools retained the traditional (8-4) form of organization. Of the remaining schools, 13.6 percent were junior high schools, 7.4 were senior high schools, and 36.2 were junior-senior high schools.

Educators are still divided as to the best system for the seventh and eighth grades. Those favoring the traditional pattern argue that efforts to serve all youth and to grade them in relation to individual capacities have made greater progress in elementary schools. They feel that retention of grades seven and eight in the elementary school organization tends to extend these progressive practices upward, while dividing the secondary school program into junior and senior segments creates two gaps instead of

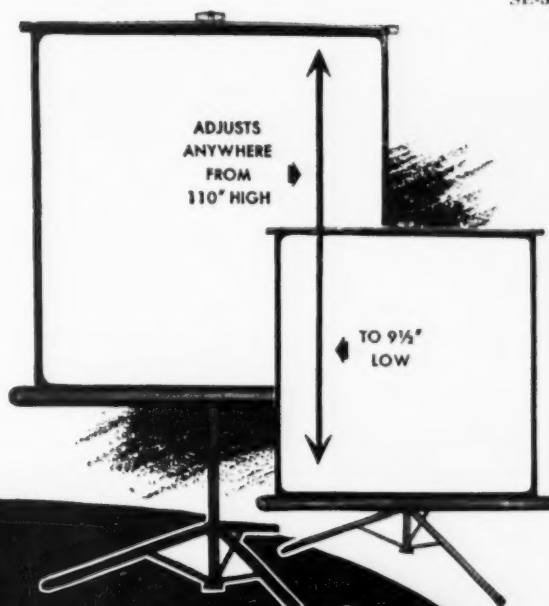
For darkened rooms, New RADIANT "Educator" with full height adjustment

For classroom or auditorium... with or without platform or stage the Radiant Educator can be quickly set up for perfect visibility. A touch of the toe and the extra sturdy tripod legs fly open. The 70" model adjusts from only 9½" from the floor to a height of 110"... and is easily adjustable to square sizes for slides, rectangular sizes for movies. Fully guaranteed for 10 years.

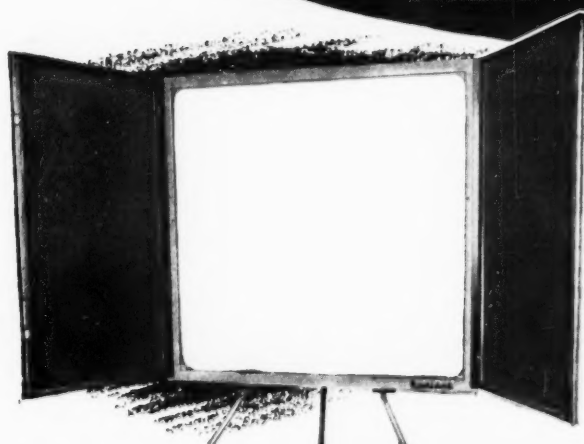
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The "Educator" features Radiant's new, improved "Perma-White" Processed Vyna-Flect glass beaded fabric to guarantee the most perfect picture projection possible. And this Vyna-Flect is mildew-proof, flame-proof and washable.



**The Student's Eye View
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For lighted rooms, New RADIANT "Classroom" with full 90° viewing angle

Projecting in lighted rooms is no longer a problem. The advanced design of the Radiant "Classroom" Screen has proven its ability to show bright, clear pictures in daytime or under artificial lighting. Doubles the efficiency of visual aid programs... eliminates the need for costly room-darkening equipment in most classrooms. The screen surface is unbreakable.

Brilliant, clear pictures which can be seen throughout a full 90° viewing angle permits every student to see a sharp, clear picture from his own seat.



FREE! Send Coupon Today for detailed specifications on these two outstanding Radiant Projection Screens. Illustrated, descriptive circulars and price lists will be sent without obligation.

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bridging the one originally existing. Furthermore, they believe the traditional program provides an environment in which children mature naturally; it counteracts current influences which encourage children to pretend to be more mature than they really are.

On the other hand, other educators argue that the separate junior high school gives twelve to fourteen year olds a feeling of belonging, helps keep them in school and motivates their interests. Junior high students, they say, want more responsibility than is commonly given them in elementary schools, but less than is demanded in senior high.

These educators further argue that the junior high school lends itself to the gradual shift from the one-grade, one-classroom process to full departmentalized subject-matter teaching.

Proponents of the new type of organization claim that junior high schools provide more guidance officers; give more attention to helping youth understand themselves, their schools and their associates. It also makes possible greater flexibility in building-space management, they say. If the grades are overcrowded, sixth grade pupils can be housed in the junior high building. And when the high schools' enrollment jumps, ninth grade pupils can be moved into the junior high buildings.

Competition Seeks New Play Equipment Designs

NEW YORK—Paved lots with steel equipment are not adequate substitutes for trees to climb, rivers to fish in, mountains and caves to explore, fences to hurdle, and dirt piles to dig, says Mr. Frank Caplan of Creative Playthings, Incorporated.

To encourage a new trend in playground planning Creative Playthings, Inc., is cooperating with The Museum of Modern Art and *Parents Magazine* in sponsoring a national Play Sculpture Competition.

"There is a great need for the creative genius of America to apply itself to the redesign of play equipment, making them not only attractive and inviting, but also having them add to the beauty of our parks,

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of approximately 95,000 gallons
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Above figures authenticated by Hackensack
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STOP this needless **WASTE** during
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that outwear ordinary faucet washers
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Built like a tire with fabric re-inforcement they resist the grinding, closing squeeze that **SPLIT** and **MUSH** ordinary washers out of shape...causing **LEAKS**.

Through combining **NEOPRENE** and **FABRIC RE-INFORCEMENT** they **OUTWEAR** ordinary washers 6-to-1 on hot or cold **FAUCETS**—thus you slash water, fuel and labor costs.

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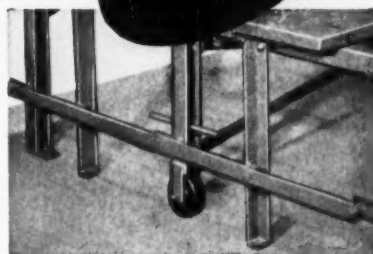
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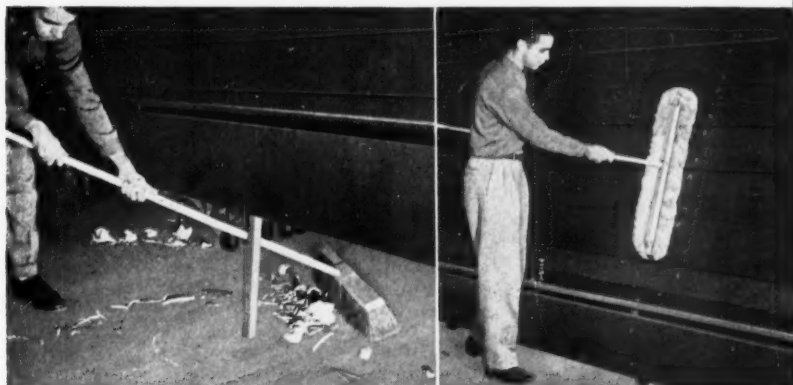
Long famous for their superior features, *Universal Roll-A-Way Stands* meet every requirement for safe, comfortable seating and floor space economy in modern school gymnasiums. Custom built to individual specifications, these stands are compact, yet roomy; neat and attractive; exceptionally strong; afford perfect visibility. When not in use, they may be rolled back to the walls, providing approximately 70% more floor space for regular gymnasium activities. Write today for catalog and list of installations. No obligation.



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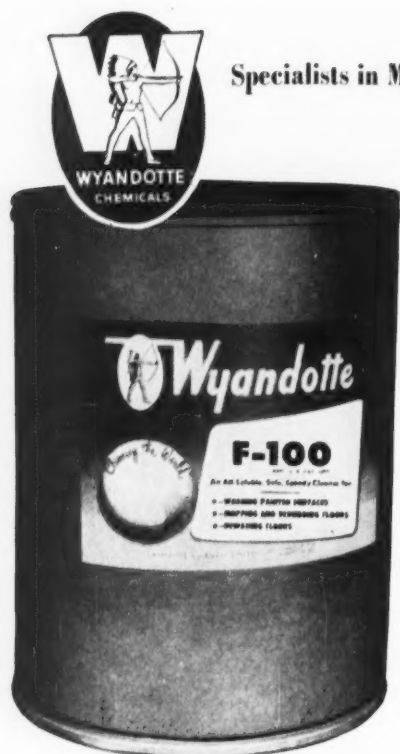
When the stand is in closed position against the wall, just lift the front row ... and the elevating arm drops, holding the entire first row well above the floor. There is ample clearance for broom or mop to cover all floor area under the folded stands. Equally important, the top surfaces of the seat boards form a sloping front when stands are closed ... and they are easily cleaned in this position with push broom or dust mop, as illustrated below.



Folding arms under foot rests and at bottom of posts form straight, rigid braces to lock all rows open uniformly when stands are in use; also prevent unauthorized closing of front rows when upper rows are occupied. Illustrations above show (1) arms in fully opened position, (2) arms in folding position. Sections lock automatically in closed position, thus putting this valuable seating equipment under control of custodian, athletic director or other person in authority.

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ough, surface-safe job on walls, floors, painted areas. It is so versatile it can be used for mopping, scrubbing, or dewaxing.

F-100 rinses streak-free, produces better results quicker, is easy to handle, store, use — and it's mild and gentle on the hands.

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housing projects and backyards," said Mr. Caplan.

The sponsors hope that this competition will attract not only sculptors, architects, professional educators and recreation workers but also parents who have observed their children at play and have some feelings about new kinds of equipment that need to be provided.

The competition closes January 1, 1954. Models and drawings submitted will be judged by a jury of leaders in the fields of art, architecture, recreation and education.



Education Week reminds citizens that good schools are their responsibility.

American Education Week Plugs Public Participation

WASHINGTON, D. C. — The United States Census Bureau recently reported that the U. S. population has passed the 160 million mark. And during American Education Week every one of our 160 million citizens will be reminded that "Good Schools Are Your Responsibility."

The week of November 8 to 14 will mark the 33rd annual observance of American Education Week, an event sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

More than twelve million people are expected to accept the school's special invitation to visit classrooms and observe school work. In addition, all communication channels will help

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new **Streamliner**
modern matched seating



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CHAIR DESK. Three seat heights - 13, 15, and 17 inches - with adjustable writing tops to fit all ages. Special bracing holds top rigid all ways.

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Sociological report of how individual welfare agencies under the Community Chest work to solve problems of rehabilitation, welfare, and relief.

SERVICE TO THOSE WHO SERVED

Overall activities and services of the Veterans Administration including insurance claims, hospitals, and rehabilitation.

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SPOTLIGHT

focus public attention on the work of the schools, their problems, and their needs.

"American Education Week is inventory time," says the sponsoring committee. "Good schools do not just happen. In each community and state the schools are what we make them. They must have our interest and support—during American Education Week, and during every week of the year."

A list of publicity materials and planning manuals may be obtained by writing to American Education Week, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Magazine Prepares Book Bazaar Manual, Posters

NEW YORK—"The Wonderful World of Books" will be introduced to hundreds of school-age children through book bazaars this fall.

A packet of materials for conducting book bazaars in schools has been prepared by *Scholastic Teacher*. It includes a manual on how to organize, publicize and run a book bazaar; posters; book jackets; radio script; and other materials.

The price to schools is \$1.00. Separate manuals are 25 cents each; separate posters, 50 cents each.

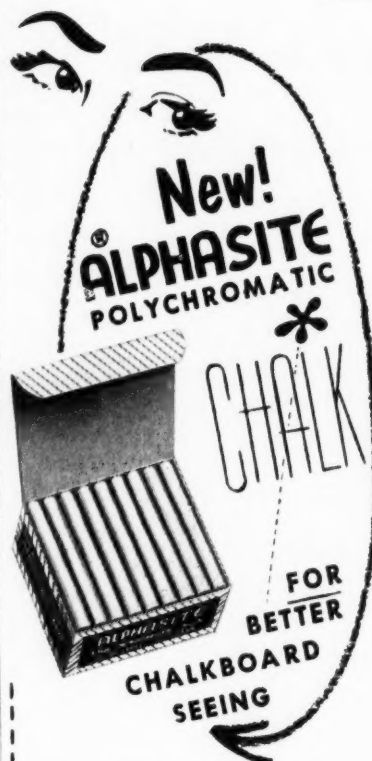
Compile Mort Articles on Educational Adaptability

NEW YORK—"Unlike the weather, adapting schools to changing needs is something everybody does something about and nobody talks about," says Paul R. Mort in a recently published booklet, *Educational Adaptability*.

The six articles, all written by Dr. Mort, professor of education at Teachers College, Columbia University, originally appeared in *THE SCHOOL EXECUTIVE*.

The articles treat various aspects of the general theme of changing educational programs—theory, methods, rate of change, community influence, use of studies, and marshaling human resources. The booklet is copiously footnoted suggesting further information on the topic.

Educational Adaptability is avail-



It's NEW! It's designed to reduce eyestrain by providing just the right contrast to the chalkboard for sustained seeing. New, restful Alphasite is recommended by authorities on better seeing.

DESIGNED FOR MODERN CHALKBOARDS

New Alphasite is a pleasing golden ivory color and contrasts restfully to modern green chalkboards or conventional blackboards. Especially suited to prolonged chalkboard study. New Alphasite is dustless, easy to erase, keeps the chalkboard clean.

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Request your FREE sample of NEW Alphasite today. Test it and discover for yourself why NEW Alphasite is easier on the eyes.

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Here's three-way help for educators with an RCA School Sound System



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RCA Sound brings the whole world of drama, music, and history into the classroom. Students learn faster because sound makes the subject more interesting.

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THE TABLET ARM CHAIR

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**Emergency Classroom Use...
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You'll be amazed at how many people you can put in even a small room—comfortably seated and with comfortable writing space—with this new Clarin chair. Undoubtedly you've wished for a chair like it many times.

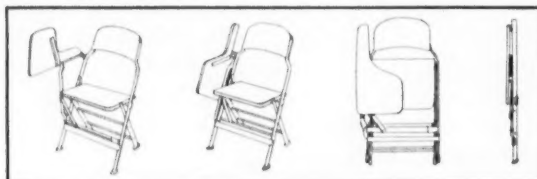
The Folding Tablet Arm is a built-in part of the chair, not an attachment. It is strong, easy to operate, a marvel of skillful engineering. A finger-tip touch lifts the arm so you can get into and out of the chair with ease. The arm folds down at the side, out of the way, when not needed, so the chair can be used for ordinary seating. The entire chair folds flat in seconds, for quick, safe stacking. Folded depth is only 3 inches.



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SPOTLIGHT

able from the Metropolitan School Study Council, 525 West 120th Street, New York 27, New York.

Five to Forty Percent of Pupils Retarded Readers

CHICAGO—"Five to forty percent of the pupils in American schools are retarded readers. As long as schools continue to depend upon reading as the major medium of learning, the benefit to be derived from school experience by those who cannot read is definitely limited."

So said Mrs. Helen M. Robinson, director of the University of Chicago reading clinic, speaking before 1,300 educators attending the University's sixteenth annual conference on reading.

Despite the concerted efforts of teachers to explain reading difficulties, Mrs. Robinson declared, the layman still believes that an adult who cannot read is mentally unfit to be a citizen. Because of this notion, capable young people with limited reading achievement find it extremely difficult to obtain employment and acceptance.

The speaker deplored recent publicity given to methods to "double or triple your speed of reading." Too often, she pointed out, nothing is said about comprehension, without which "speed of reading" is pointless. Caution must be taken, Mrs. Robinson said, lest the current "fad" for reading speed destroy the values that may accrue from reading instruction which places speed in its proper perspective.

Carr Highlights NEA Activities of Past Year

MIAMI BEACH—What have you accomplished during the past year—you, that is, as a member of the National Education Association?

Following are some of the salient points mentioned by Executive Secretary William G. Carr at the NEA's 91st convention here. They were achieved by your personal participation and financial support.

Properties and Membership

During the past year the NEA . . . initiated ambitious efforts to stim-



Comfort counts in the CLASSROOM

Coolite Glass Solves Problem of Getting Plenty of Light That Is Really the Right Light

Pupils of the El Rancho High School, Whittier, California, see their studies in a better light... light that has been conditioned by Coolite, Heat Absorbing, Glare Reducing Glass by Mississippi. Filtering out the unwanted factors in "raw sunlight", Coolite floods classrooms with softened, delicately tinted, natural illumination. And Coolite keeps classrooms cooler, more comfortable, for it absorbs nearly 50% of solar heat rays. This all adds up to happier, more attentive pupils, for classrooms glazed with Coolite are not only cooler but they are bright with a pleasant light that makes them cheerful and inviting. Coolite-conditioned light helps protect precious young eyes from fatigue. Students see better, feel better, tend to learn more readily in classrooms glazed with Coolite, Heat Absorbing, Glare Reducing Glass.

Choose a GLASS that had to Pass

In its experimental schoolroom Mississippi conducts continuing research on the school lighting qualities of its products. There is a school-tested pattern for every requirement, in line with your school building budget. When you build or remodel your school buildings, take advantage of Mississippi's wide experience. Its technicians are ready to help you with every glazing problem. The following patterns are recommended for their schoolroom daylighting qualities:

- **COOLITE**, Heat Absorbing and Glare Reducing Glass—for maximum comfort.
- **PENTECOR**, for maximum light distribution.
- **HYLITE**, for maximum light transmission.
- **POLISHED MISCO (Wire Glass)** for maximum beauty with protection (Approved Fire Retardant No. 32).

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Management men everywhere—in hotels, schools, institutions and buildings of all kinds—are eliminating fuel waste and improving the operation of their heating systems through simple installation of the remarkably efficient Heat-Timer Control.

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ulate the building fund in March; by May 31 it contained \$76,000 in cash and pledges.

... gained over 29,000 members—the largest number since 1948.

... affiliated more than one new local organization a day; total now stands at 4,847.

... enlisted life members at the rate of 750 per year; previously averaged 270 a year.

... achieved 100 percent NEA enrollment in ten cities over 100,000; usually average 30 percent.

... brought delegations of teachers to Washington for a visit to NEA headquarters combined with sightseeing as a promotion device; it proved effective.

... involved at least 50,000 members directly and personally in the work of the Association.

Contribution to Better Teaching

... published 23 periodicals with a distribution of 1,400,000 covering almost every subject-matter field.

... sponsored 60 major conferences, which drew an attendance of over 65,000, and innumerable smaller meetings.

... prepared materials and helped produce films on safety and civil defense.

... initiated a project to bring research results to the classroom teacher.

... commissioned fourteen national committees to work on audio-visual teaching.

... expanded cooperative curriculum research.

... collaborated with the American Medical Association on a new standard reference on school health services.

... directed national attention to the educational needs of the one million children of migratory workers.

Teacher Welfare

... established the National Council for the Accreditation of Teacher Education.

... aided some 500 teachers in planning educational travel.

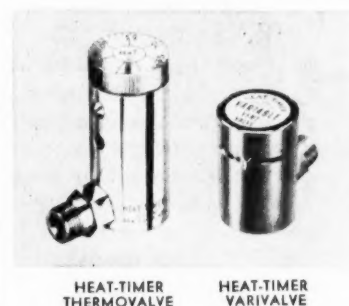
... issued two reports—as has been done in previous years—on teacher welfare problems.

... saved 250,000 teachers hundreds

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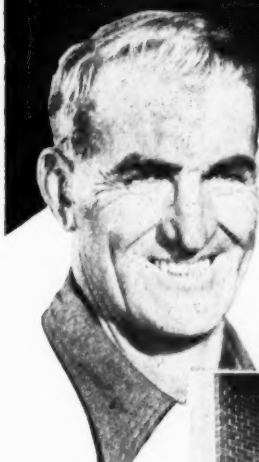
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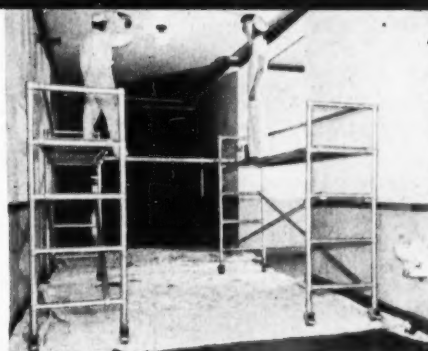


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Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➡



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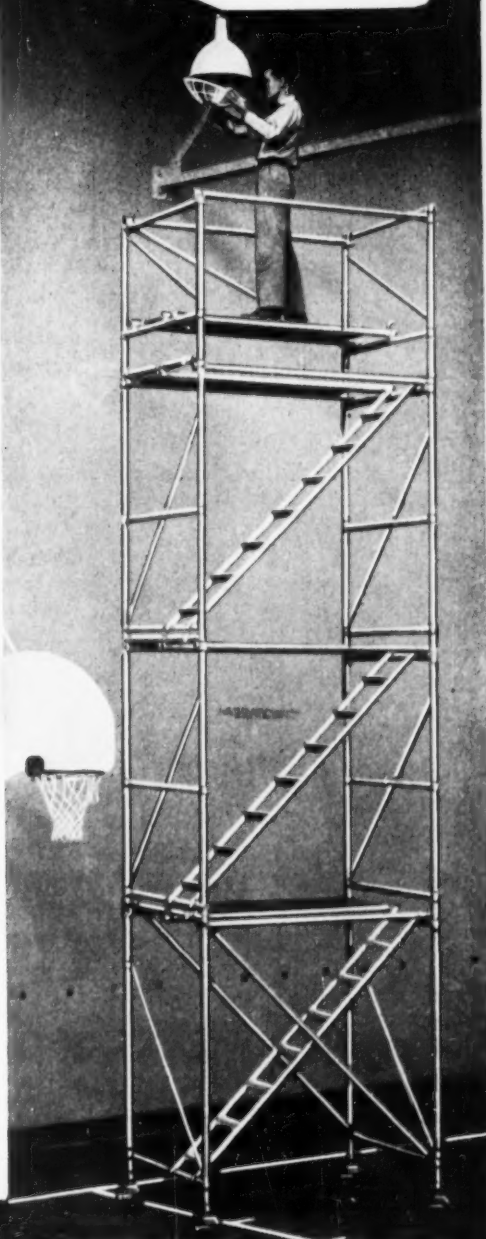
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

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**NEW, FASTER, SAFER WAY
TO GET UP IN THE AIR
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In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



UP-RIGHT TOWER SCAFFOLD
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The Finest in RECORDED SOUND (Music—Speech)

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Professional Quality

You no longer have to settle for less! The Crestwood 400's give you, *for the first time*, the finest professional sound reproduction at a moderate price, with full fidelity and complete dependability.

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Crestwood Tape recorders are the soundest "sound" investment you can make. These fine sets are ideally suited for Church and School. The following are a few of their many uses:

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Please send me full information on the new Crestwood models, and name of my nearest dealer.

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SPOTLIGHT

of thousands of dollars in interest through Credit Unions.

... helped 500 local organizations in the preparation of salary schedules.

... took action to prevent teachers from being put under Social Security if they will receive fewer benefits than their teacher retirement systems will provide.

Public Relations

... supplied Congress with background information on new G. I. Bill legislation.

... held three interviews with the President of the United States.

... worked for a more favorable portrayal of teachers in comics.

... produced *Skippy and the Three R's*, a film to tell the public about the value of good schools.

... sparked the organization of the Education Writers Association, a group of reporters whose aim is to upgrade writing about education.

... presented the viewpoint of the profession to Congress on a wide variety of legislative matters; e. g., exemption of retirement incomes from federal taxation, school lunch program, postal rates for audio-visual materials, and Office of Education appropriations.

International Relations

... distributed 43,000 copies of "The United Nations, UNESCO, and American Schools" to help teachers understand America's participation in the work of international organizations.

... reactivated the Overseas Fund to aid Korean teachers; contributions exceed \$66,000.

National Conference of Professors of Educational Administration Tackles Problems of the Profession

EAST LANSING, MICH.—Totalitarian governments are using school systems as weapons in their battle for power, declared Dr. George Counts of Teachers College, Columbia, speaking before the seventh annual work conference for professors of educational administration here.

In a provocative address entitled "Let's Enter the Twentieth Century," Dr. Counts urged the conference to be gravely concerned about the responsibility of school administrators for the preservation of democratic values and ideals.

Dr. Lee Thurston, U. S. Commissioner of Education, speaking "In Confidence to School Administrators" advised a more realistic appraisal of the job of the educational administrator.

Some 125 professors and administrators, representing thirty-five states, the District of Columbia and India, attended sessions held here at the Kellogg Center for Continuing Education.

The use of consultants from psychology, sociology and other related fields was an outstanding feature of the conference. Consultants were provided through the cooperation of several C. P. E. A. regional centers. Designated representatives from several closely allied professional organizations

also participated in work groups.

Subjects considered by discussion groups included community improvement, structure and organization of public education, administrative personality and behavior, instructional methods in graduate programs, decision-making, field services, school law, the superintendency, in-service education, administrative competencies, internships, doctoral dissertations, certification of administrators, interdisciplinary approach to the education of administrators, and the education press. The conference approved the initiation of a national study on certification of administrators; other professional organizations are to be invited to cooperate.

A committee was established to investigate the sponsorship of a publication on the preparation of school administrators, and an instrument for evaluating graduate institutions preparing school administrators was distributed to institutions represented at the conference.

The conference elected Van Miller, University of Illinois, chairman of the 1954 Planning Committee. Officers re-elected to positions were Walter Cocking, editor of *THE SCHOOL EXECUTIVE*, general consultant; and Daniel Davies, Teachers College, sec-



THE EASY WAY TO

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As thousands of school administrators know—the Revere Tape Recorder stimulates attention and *response* in practically every class and school function:

- ... whenever repetition is essential to learning as in dramatics, languages, or music classes;
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Revere "Balanced-Tone" Tape Recorder

The tone quality of professional broadcast studio equipment. Simplified, automatic keyboard operation. Exclusive index counter for instantly locating any part of recorded reel. Two full hours recording per 7" reel of erasable, reusable tape. May be used for public address system. **Model T-700** . . . \$225.00

Model TR-800—Same as above, with built-in radio. . . . \$277.50

T-100—Standard one-hour play. . . . \$169.50

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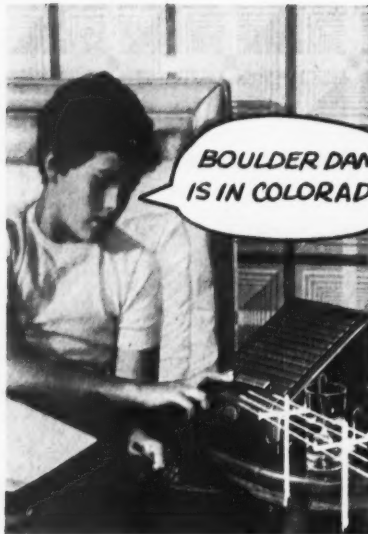


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educational films at their best...

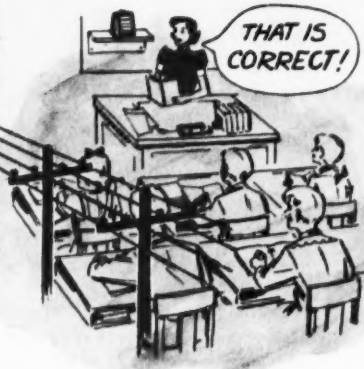
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Provides "theater tone" with sharp picture projection! A-B-C simplicity of operation; light 33-pound portability. Incomparable Revere styling and durable construction. With speaker-carrying case and cord, take-up reel, 1600' reel extension arm, instructions—only

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**How it works...
what it does...
for thousands of homebound children**

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Now employed in more than 30 states in homebound cardiac, orthopedic, muscular, fracture and contagious cases, it can be used for any homebound child of average intelligence and minimum achievement level of the 4th grade who can hear, see, articulate, hold a pencil

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HOW IT HELPS A CHILD

"Teaching by Telephone" is winning increasing acceptance as its benefits to thousands of homebound children become apparent. These include: the child's continued identification with his group through daily participation in class, good scholastic progress, faster adjustment to his situation and greatly improved morale.

A survey of over 100 installations is now available. It includes interviews with administrators, class and home teachers, doctors, parents and the shut-ins themselves.

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May I have general literature and _____ copies of the "Teaching by Telephone" survey report.

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retary-treasurer. New members elected to serve three years on the Planning Committee were Arthur Jarman, University of Virginia; Zeno Katterlee, State College of Washington; and Leighton Johnson, University of New Mexico. The 1954 conference is set for August 22-28 at the University of Denver.

Math Teachers to Award \$1,000 for Research

WASHINGTON, D. C.—To encourage research studies in learning problems in the field of mathematics, including arithmetic, the National Council of Teachers of Mathematics, NEA, has set up a \$1,000 Research Award.

This award will be made to a doctoral candidate or individual carrying on independent research in the field. Entries must be submitted by the end of this year.

Further information may be obtained from the Council at 1201 Sixteenth Street, N. W., Washington 6, D. C.

Four Projects Bridge Gap Between School, College

NEW YORK—Four projects aimed at improving articulation between school and college and increasing the efficiency of general education at these levels are described by The Fund for the Advancement of Education in the first of its evaluation reports.

The four Fund-supported experiments are complementary, yet in some measure they also represent alternative approaches to the same goal. Major focus is on the better-than-average student.

The first plan is a coordinated seven-year program as an alternative to the usual four years of secondary school and four years of college. A second project involves the collaboration of the public school system of Portland, Oregon, and faculty members of nearby Reed College on a city-wide program designed to enrich the educational opportunities for public school children of exceptional endowment.

The answer to the question of whether students can complete the general education now provided in

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SPOTLIGHT

the last two years of high school and the first two years of college in a shorter period of time and yet not lose the essential values of a liberal education is the quest of the third experiment. The practice of giving abler high school students the opportunity to take courses equivalent to some now taught in the first two years of college, with a view to permitting them to leap-frog as much as the first year of college by getting credit toward a B.A. degree for this advance preparation, is being studied.

The fourth experiment grew out of the threat of being drafted at the age of eighteen. The plan admits young men to college before they have completed high school so that they can finish two years of college by the age of eighteen or eighteen and a half.

The Fund's report, *Bridging the Gap Between School and College*, is an "interim" report of progress because three of the projects are still in the early stages. A copy of the report may be obtained by writing to The Fund for the Advancement of Education, 575 Madison Avenue, New York 22, New York.

College Teaches English As a Foreign Language

EAST LANSING, MICH.—American slang, social customs, and the corner cafe's menu are unscrambled for foreign students at Michigan State College where a course is offered in "English as a foreign language."

Most of the foreign students have received formal English schooling, but have no experience with American terms and everyday conversation. A typical class begins with practice in phonetics, both speaking and writing. Later students study idioms and slang — even profanity — and the meaning of terms commonly used in newspapers and places of business.

Teachers Make Wide Use of Commercial Television

NEW YORK—Commercial television programs are being widely used for their educational value by public schools in the New York City area, according to a two-year survey on

SE-138

PLAYTIME offers a complete line of
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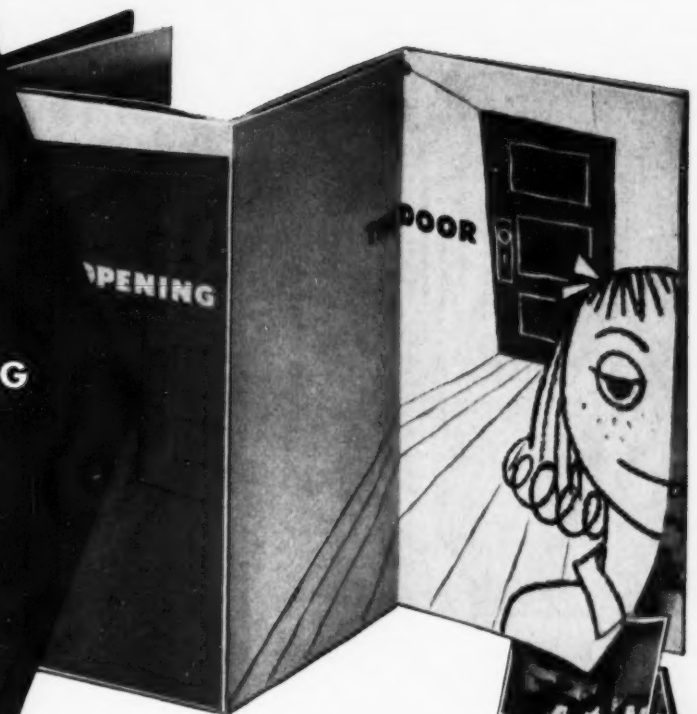
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New **FREE** Folder

"Opening
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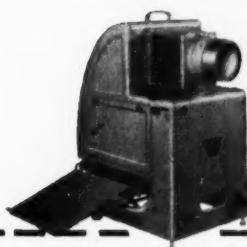
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TO MAKE TEACHING
MORE EFFECTIVE
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Beseler
VU-LYTE
Opaque Projector



This informative folder, packed with pictures, shows how ideally qualified for schoolroom use the VU-LYTE is. It points out the easy availability of the free projection materials at every teacher's hand. It explains how applicable these free materials are, to every class level and subject. And it fully describes the exclusive features that make the Beseler VU-LYTE such an outstanding, ultra-modern, professional-type teaching tool, embodying an entirely new principle in opaque projection.

This new folder, just off the press, illustrates and explains the Vacumatic® Platen, that holds copy flat without need for pasting and mounting . . . the Feed-O-Matic® Conveyor, that feeds new copy in and ejects the old automatically . . . the Pointext† Projection Pointer, the built-in optical device that throws on the screen a movable arrow of light which the operator can direct and control without leaving his place beside the projector . . . and other features of pronounced teaching value.



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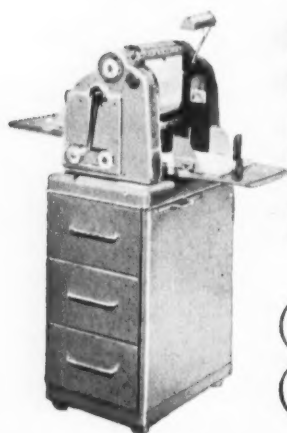
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Be sure to see the new Gestetner 260 Duplicator with *Continumatic* Inking—continuous, automatic ink application *from a tube*. Cleanest, simplest duplicating ever—cuts the cost of forms, bulletins, reports in half!



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Parts and Service from Coast to Coast

the effect of television on children. The report, "How to Use Television in the School and Home," was issued recently by the Metropolitan School Study Council, a research affiliate of Teachers College, Columbia University.

In some communities in New York, New Jersey and Connecticut teachers and parent-teacher groups distributed memos or newsletters listing potentially useful education programs. Through parent cooperation in other school systems, arrangements were worked out for sharing television sets.

In the classrooms, all types of programs—science, dramatic, music and news—are being used by teachers to illustrate and bring up-to-date information into class discussions. In some classes extra credit is given for viewing certain programs. In others, children develop their own guides to worthwhile programs or base individual reports and group projects on documentary programs.

Television programs, when tied-in with classroom work, can have effective results, the study found. Drama versions of classic stories have stimulated children to read more avidly and, in some cases, to attempt original script writing. Teachers reported that these programs also "proved to many students that the so-called old-fashioned stories are worth reading."

"The poor reputation which television has been making for itself is, to a large extent, unjustified," the report asserts. "Relatively few of the programs being presented today could be classified as harmful for the student. Indeed, much of the medium's influence is good, though the bulk of its offerings are not designed for educational purposes," the report stated.



**OCTOBER 24
UN DAY**

PROJECTS BRILLIANT PICTURES OF UP TO THEATRE SIZE EVEN IN DIFFICULT-TO-DARKEN CLASSROOMS AND AUDITORIUMS!

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Especially useful in projecting pictures under daylight or artificial lighting conditions where a darkened room is not desirable, practical or economical. It may be used in rooms of any desired size, and a level of illumination maintained which permits the taking of notes. Designed for portability, it may be readily moved from room to room.

Entirely safe in the hands of a layman, it is easier to operate than the average 16mm. projector. Simply plug into any 110-volt A.C. convenience outlet. The motor-driven arc will project continuously for 80 minutes without retrimming. The Strong Universal Model No. 44,000 projects 3-1/4" x 4" slides. Comes complete with blower, slide carrier, power transformer and arc lamphouse, with motorized carbons. Adaptations permit the projection of 2" x 2" slides. Lenses as required for other than customary installations are available.



ONLY **Strong** SPOTLIGHTS AFFORD ALL THESE ADVANTAGES

- An abundance of exceedingly bright, quiet, flickerless light.
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See your theatre, school or stage equipment dealer, or use coupon to obtain free literature.

TROUPEUR HIGH-INTENSITY ARC SPOTLIGHT

for large auditoriums. Adjustable, self-regulating transformer in base. Automatic arc control. A trim of carbons burns 80 minutes.



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for small auditoriums and schools. Projects 6-1/2 times brighter head spots than any other incandescent spotlight. Utilizes all the light through most of the spot sizes as contrasted to spotlights which vary spot size solely by iris, thus losing substantial light.



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*Names on request.

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Simplicity and gracefulness of line, judged ideal for classrooms, auditoriums, lecture halls, etc.
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Absolute minimum as dust, dirt or missiles cannot collect on fixture
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Lamps replaced from floor in matter of seconds without handling fixture
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Provides vertical alignment on sloping ceilings or on clerestory monitors
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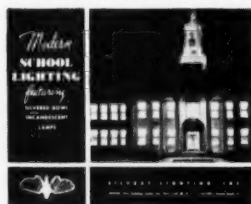


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Please send me further information
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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Readings in Educational Administration

Collected by Edgar W. Knight, Henry Holt and Company, New York, 1953, 534 pp., \$4.85.

This collection of documents offers teachers and students direct acquaintance with principles and practices which formed and apparently continue to influence educational administration.

The reference is organized around persistent issues such as religion in education, federal relations and teaching personnel policy. On these topics, documents giving information pertaining to administration are assembled in historical order, beginning with colonial times and ending in 1952.

Though the emphasis is on general issues, the letters, news stories and official papers retain in the editing enough personality flashes and minute details to give to the reader the savor of personal researching. It is a superb collection, compiled and edited with educational insight and a touch of humor.

(Reviewer's note: Dr. Knight, Kenan Professor of Education at the University of North Carolina, died on August 7 at the age of 67.)

Elementary School Objectives

By Nolan C. Kearney, Russell Sage Foundation, New York 22, 1953, 189 pp., \$3.00.

The authoritative quality which adheres to this outline of goals of elementary education is readily accounted for. The statement is comprehensive, inclusive, concrete. The objectives, while in toto beyond the reach of the average child, set a desirable standard. Finally, it has background prestige, being a synthesis of the thinking of many distinguished educators.

Co-sponsors of the study behind the statement were the Edu-

cational Testing Service, Russell Sage Foundation, U. S. Office of Education, and the NEA's Department of Elementary School Principals. A number of outstanding educators were asked to form the Mid-Century Committee on Outcomes in Elementary Education, which was divided into three sub-committees. Thirteen "consultants" listed goals, ten classroom teachers or supervisors criticized those recommendations, and eleven administrators, teachers and researchers acted as a survey committee which gave structure to the report. Summarizing and actual writing was done, and ably, by Dr. Kearney, Assistant Superintendent of St. Paul schools.

The report meets the interests of two groups: educators and laymen concerned with elementary school program, and testing agencies working on instruments to measure the achievement of goals of education.

School Administration; Procedures and Policies

By Douglas E. Lawson, Odyssey Press, New York, 1953, 405 pp., \$3.50.

Administrative principles and procedures "supported by the weight of authoritative opinion and laboratory evidence" are comprehensively packaged for beginning or inexperienced students of administration.

Professor Lawson of Southern Illinois University has an auspicious trait of nailing down generalities with realistic illustrations.

Curriculum in the Modern Elementary School

By Robert H. Beck, Walter C. Cook, and Nolan C. Kearney, Prentice-Hall, Inc., New York, 1953, 584 pp., \$4.95.

In this text for prospective ele-

mentary school teachers, emphasis is on understanding and motivating children, on increasing the quality and permanence of learning, and on group work and social learnings. Unit instruction is advocated and various kinds of curriculum organization are described.

Principles and methods set forth by the book are demonstrated by hypothetical but highly realistic teaching situations.

The Student Personnel Program

By Maurice D. Woolf and Jeanne A. Woolf, McGraw-Hill Book Company, New York, 1953, 416 pp., \$5.00.

Positive measures to promote individual and group emotional health are shown in this text to be as much a part of the high school or college student personnel program as are problems of individual or group maladjustment.

While discussing techniques and methods of counseling or of providing democratic group experience, the authors repeatedly relate all guidance activities to the total educational program and to the world community.

Audio-Visual Materials; Their Nature and Use

By Walter A. Wittich and Charles F. Schuller, Harper and Brothers, New York, 1953, 564 pp., \$6.00.

Well over 200 illustrations, all apt and many intriguing, do for this book on audio-visual materials what such materials can do for teaching. It is a stimulating and useful volume, helping the reader to make the most of audio-visual resources. Media explained and illustrated are the printing press, chalk and tack boards, globes, maps, charts, models, mock-ups, slides, films, filmstrips, projectors, radios, recordings, and television.

Dr. Wittich is director of the

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Bureau of Visual Instruction, University of Wisconsin. Dr. Schuller is director of the Audio-Visual Center, Michigan State College.

Friedrich Froebel and English Education

Edited by Evelyn Lawrence, Philo-

sophical Library, New York, 1953, 248 pp., \$5.00.

Last year, on the centenary of Froebel's death, the National Froebel Foundation (of England) instigated this assessment of the Froebel movement in England. The book of essays on the man, his beliefs and his work as an educational reformer has pertinence for American educators also.

Its conclusion: For educators,

Froebel's main principles are "part of the ordinary stuff of thinking, no longer necessarily attached to the name of the man who gave them birth. Froebel has become history . . . you cannot do without his ideas."

The Workshop Handbook

By Walter A. Anderson, Rollin P. Baldwin, and Mary Beauchamp, Bureau of Publications, Teachers College, Columbia University, 1953, 65 pp., \$1.00

For administrators planning workshops with or without outside educational leadership, this handbook offers practical suggestions on procedure.

It describes four types of workshop, outlines the total job of planning and conducting one, and sums up with specific do's and don'ts on workshop practice.

This publication is second in a series from the Cooperative Program in Educational Administration, Middle Atlantic Region. Authors are, in the order named, professor of education at New York University, director of Baldwin School in New York, and assistant professor of education at New York University.

Pamphlets of Interest

Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth Street, N. W., Washington 6, D. C.

Office of Education publications may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Curriculum

Organizing for Curriculum Improvement contrasts three points of view which result in different kinds of organizations. Bureau of Publications, Teachers College, Columbia University, New York, New York. Price: \$1.00.

Techniques of Curriculum Making in the Chicago Public Schools details techniques which have proved suc-

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cessful in Chicago schools. Paul R. Pierce, Assistant Superintendent of Schools, Chicago, Illinois.

Developing Children's Power of Self-Expression Through Writing explains the purpose and importance of encouraging children in creative written expression. Curriculum Bulletin, 1952-53 Series, Number 2. Board of Education, New York, New York.

Elementary Teachers Guide to Free

Curriculum Materials. Educators Progress Service, Randolph, Wisconsin. Price: \$4.50.

Research

Serving Youth Is Education is the story of a six year experiment in humanizing education. Harold Tuttle, Lewis and Clark College, Portland 7, Oregon. Price: 15 cents.

Intraclass Grouping in the Elementary School describes an Austin, Texas, experiment. University of

Texas Press, Austin 12, Texas. Price: \$2.00.

Bridging the Gap Between School and College summarizes four different programs. Research Division, The Fund for the Advancement of Education, 575 Madison Avenue, New York 22, New York.

School Plant

Duties and Procedures Involved in School Building Construction, 1953. Bulletin Number 213-53. Robert C. Stewart, Director, Research and Publications, Delaware State Department of Public Instruction, Dover, Delaware.

Basic Body Measurements of School Age Children is a handbook for school officials, architects and design engineers. Single copies obtainable from the School Housing Section, Office of Education.

Studies and Reports

1954-55 Exchange Teaching Opportunities Under the Educational Exchange Program. Office of Education.

Toward Unity in Educational Policy is a report of the annual meeting of the organization members of the American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. Price: \$1.75.

Education for National Security is the official report of the 79th annual convention of the American Association of School Administrators, NEA. Price: \$2.50.

Knowing Erie Schools Better is a collection of public relations articles which have appeared in Erie newspapers. John M. Hickey, Superintendent of Schools, Erie, Pennsylvania.

A Study of Public Education in Steubenville, Ohio. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

Digest of Annual Reports of State Boards of Vocational Education to the Office of Education, Division of Vocational Education, is a summary of statistical and financial information. U. S. Office of Education.



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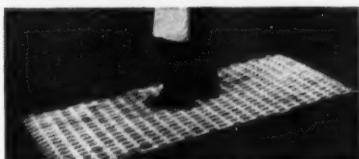
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The Washington Scene



The long corridors of the House and Senate Office Building echo the footsteps of the visitor as they always do when the greatest law-making body in the world adjourns for golf, fishing, or fence mending. Only a few of the more persistent committee members occupy an office here and there, hanging on to the empty structures like effervescent soap bubbles cling to the black cauldron after the soap is poured.

Among these is Congressman Carroll Reece of Tennessee, spark of the new special committee created by the expiring Congressional session with a vote of 209 to 263, "to conduct a full and complete investigation and study of educational and philanthropic foundations, and other comparable organizations, which are exempt from Federal income taxation, to determine if any foundations and organizations are using their resources for purposes other than the purposes for which they were established and especially to determine which such foundations and organizations are using their resources for un-American and subversive activities; for political purposes; propaganda; or attempts to influence legislation."

Congressman Reece, who will head the new committee, made a formal statement to the House explaining his reasons for sponsoring the study and the general scope of the investigations he plans to conduct.

Mr. Reece was a member of the investigation committee headed by the late Eugene E. Cox, Congressman from Georgia, who died before his committee submitted its final report to Congress. The Cox committee had a similar objective and Congressman Reece feels that the objective was not achieved.

"There are probably 300,000 foundations and organizations which have

great tax exemptions," the Congressman said in his formal statement. . . . "The Congress has a right and a duty to inquire into the purposes and conduct of institutions to which our taxpayers have made such great sacrifices. . . . Some of these activities and some of these institutions support efforts to overthrow our government and to undermine our American way of life.

" . . . The method by which this is done seems fantastic to responsible men, for these Communists and Socialists seize control of fortunes left behind by Capitalists when they die and turn these fortunes around to finance the destruction of Capitalism." Congressman Reece cited certain foundations, organizations and institutions which he held suspect. He asked why "the pro-American projects find it so difficult to get grants from some of the foundations." He said, "some of the large foundations must answer questions such as the following: Have they financed studies regarding the excellence of the American Constitution, the importance of the Declaration of Independence, and the profundity of the philosophy of the Founding Fathers?" And, if not, why not?

The Congressman raised a question about the soundness of the Encyclopedia of Social Sciences, called attention to the organizations "listed in the Preface of the first volume." These included such organizations as the American Anthropological Association, the American Psychological Association, and the National Education Association. He seems to feel strongly that the NEA and the PEA (Progressive Education Association, now called American Education Fellowship) are propagandizing for communism.

A statement attributed to an NEA official who never made it, at a meet-

ing never held, was quoted in the Congressman's presentation to Congress as summarizing the ideology of the NEA.

Senator Jenner, Indiana, Chairman of the Sub-Committee to investigate the administration of the Internal Security Act, and Other Internal Security Laws, has issued his long anticipated statement on "subversive influence in the educational process." In this document he estimates the extent of the communist conspiracy in the schools, pointing to certain teachers' unions and claiming educational tie-ins with underground operations of the Communist Party. The Senator, without saying so, agrees with the National Education Association in its opposition to the appointment of communists as teachers.

The *Washington Evening Star* lauds the Jenner statement as a source of information about "the Communist conspiracy" to infiltrate the government—information which the American people acquired "almost entirely through the public hearings held by the Jenner Committee and similar Congressional groups."

The action proposed in the House and Senate committees respectively will likely increase in tempo when Congress reconvenes. Fair hearings should give all institutions and organizations challenged an opportunity to make their cases clear.

The U. S. Commissioner of Education has predicted a record enrollment of nearly 37 million in the nation's schools and colleges this fall. He cites a shortage of 345,000 classrooms, paying great tribute to the American people for their increasing efforts to educate the nation's children.

According to the Commissioner, there will be about 27 million children in the elementary schools in the academic year ahead and approximately 7.3 million in the high schools. He predicts that by 1960 there will be 10 million more pupils and students in our nation's schools and colleges, both public and private, than there were when school closed last spring.

The Commissioner reports that there are about 36,000 classrooms under construction at the present time of the approximately 50,000 needed for the current school year.

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mittee on Post Office and Civil Service, the National Education Association has contracted to make a brief study of the educational benefits derived from the use of the mails. A report on the study is expected November 15. It deals specifically with this question, "Does the value to the nation of the educational use of the mails justify a decision that a portion of this cost should be regarded as government service to its citizens, as is the case with other departments?"

In last-minute action Congress passed laws which provided for Federal aid to federally affected areas. Funds for school construction in such places total \$70 million.

The Federal Government embarked on a new study of federal-state problems as a result of Public Law 109 which provided for a 25-member Commission on Intergovernmental Relationships. It is likely that the commission will include educational grants-in-aid in its survey.

The overlapping of Federal and state taxes and the gradual drain to the Federal treasury of tax resources once available to the states may be an important part of the study which will be a "quickie," since President Eisenhower has asked that a report be given March 1, 1954. The Commission will be composed of members of Congress as well as private citizens. Clarence Manion, former Notre Dame Law School dean, will be chairman of the Commission.

The National Science Foundation secured an appropriation of \$8 million from the current Congress, with travel budget of \$89,500.

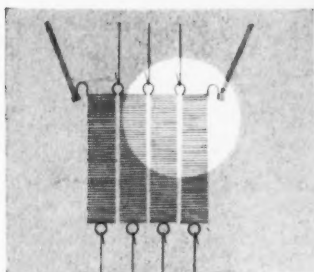
Howard E. Wilson, formerly on the Harvard faculty and now Executive Associate of the Carnegie Endowment for International Peace, has been appointed Secretary of the Educational Policies Commission. He succeeds William G. Carr who last October was inaugurated Executive Secretary of the NEA.

The Educational Policies Commission is jointly sponsored by the NEA and the American Association of School Administrators. It includes on its membership twenty leading educators. Members during recent years include Dwight D. Eisenhower, James B. Conant, Oliver Carmichael, and Lee M. Thurston.

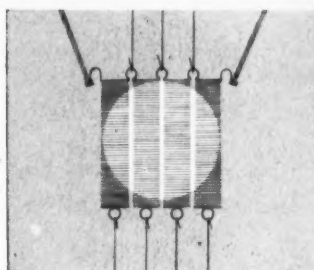
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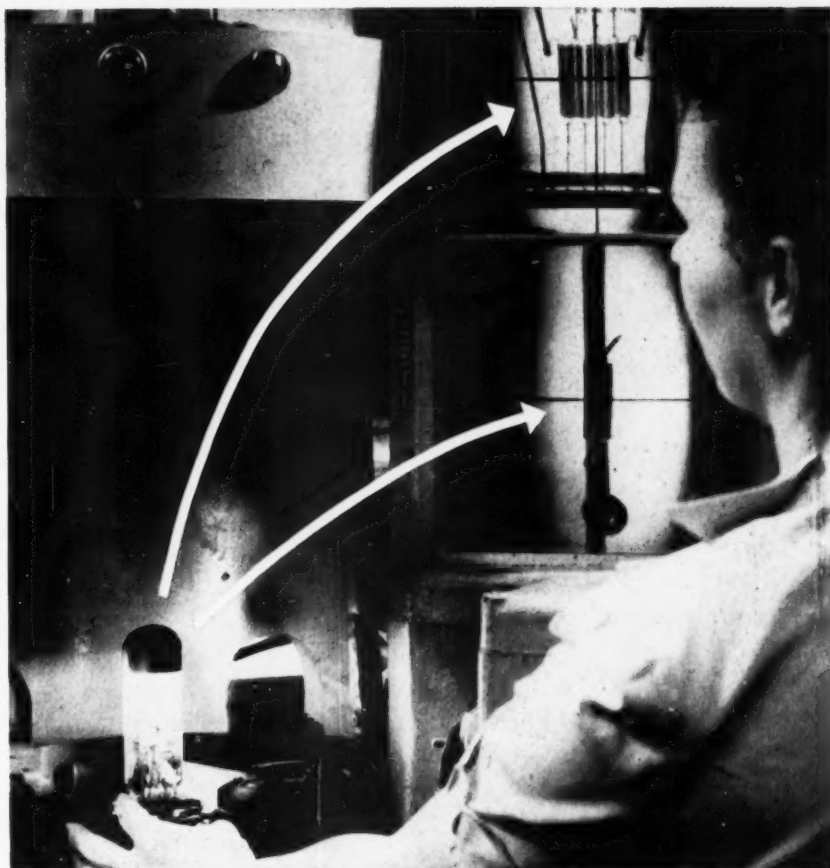
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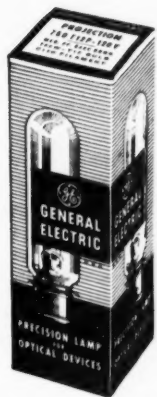
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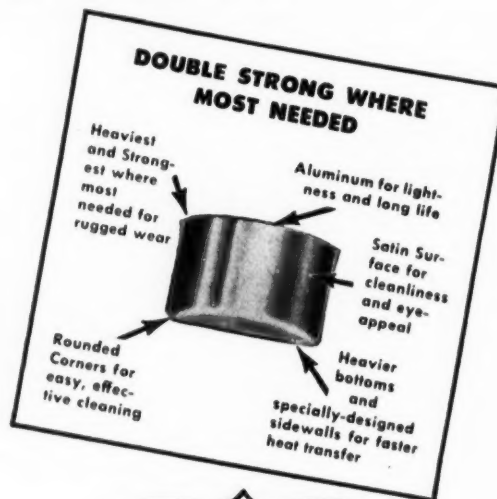
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SCHOOL LUNCH



with a 9 by 16 kitchen, no cafeteria, and 300 students to feed each day, the school lunch manager explains how . . .

Mason Serves Lunch in a Nutshell

by HELENE HOWLETT

THE MASON SCHOOLS, like many other schools, are bursting at the seams. Even with the addition of our new building, we are still unable to set up a regular cafeteria kitchen. Nevertheless, Mason has a school lunch program which provides Type A lunches for some 300 students daily.

A room 9 by 16 feet—formerly the fitting room for the Homemaking Department—has been converted into a kitchen. The equipment is arranged in three work centers, which from necessity overlap considerably.

The kitchen contains a large gas range, a floor model mixer, a refrigerator, a sink, and a long narrow work table with a shelf. This table is on wheels so that it may be pushed aside easily. There are three cup-

boards in the kitchen, and above the refrigerator, resting on a substantial rack made of pipe, is a hot water tank and heater. This water is softened and is used only by the cafeteria so that there is always a plentiful supply. The kitchen is ventilated by a fan in the upper corner of the window.

Of necessity, problems of time for preparation and available facilities must be taken into consideration in planning menus. For example, a main dish of meat loaf, potatoes and gravy means no cooking space for dessert, which must, therefore, be baked in ovens that are not in use in the Homemaking Department or be made of gelatine.

Much of the success of the cafeteria depends on the adult workers.

Mrs. Howlett is homemaking teacher and cafeteria manager in the Mason, Michigan, Public Schools.

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and quiet
Kys-ite
molded
plastic
tableware**



**and trays
for student
cafeterias**

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LUNCH

Each wants her product to be "tops." In a place where inches count and utensils must be shared there is no friction. They take pride in their jobs.

The Serving Center

The serving equipment is set up each day in the hall outside the kitchen about an hour before lunch-time. It consists of one large counter, two tables and an electric roaster. The tables are the same height as a projection on the counter on which students' trays can be moved. Much of this portable equipment was made by the shop boys.

The counter, mounted on piano coasters, is enclosed and has a metal top. The doors at the back of the counter are held in place by buttons and are easily removed. It is used as storage space for trays. The electric roaster is used for warming rolls. Food is kept hot in large double boilers or served directly from the stainless steel pans in which it is baked.

The Soiled Dish Center

The center for soiled dishes and trays is set up in one corner of the music room which adjoins the kitchen. It consists of three tables and a waste paper basket. The soiled dishes are collected here until all serving is completed and the food put away. Then they are moved to the kitchen for washing.

Lunches are served from 11:15 until about 12:25. The dismissal time

for grade children as well as high school students is staggered to facilitate serving and to avoid congestion. Teachers in grades one through six accompany their own groups through the line. These children carry their trays to their homerooms for lunch, and then return their soiled dishes and trays to the clean-up area. The high school students may eat in a first-floor classroom designated for that purpose or at long narrow tables on the second floor.

Student Help

Two groups of students, about twelve in each group, are employed during the lunch hour. These students wrap silverware, serve and clean up. They also rearrange the music room for classes after it has doubled as soiled dish center. A high school boy who transports supplies from the local stores and from the store rooms to the kitchen receives the same pay as the other student workers.

The student workers wear aprons and hair nets. They are not permitted to "nibble" in the kitchen, but they may have their lunch at a discount in the cafeteria line when they are not working.

On occasion, the Homemaking Classes prepare food for the cafeteria in conjunction with units on community and group meals. Our girls are always enthusiastic about these lessons. They also write and present skits for the grade students to help promote good habits of eating. Some of the titles have been "It's Fun to Try New Food" and "Why Throw Pennies Away." Both the younger



Mason's portable serving center is assembled daily in the hall outside the kitchen. Much of this equipment was made by the boys in shop classes.



in Watches—in Food Warmers,

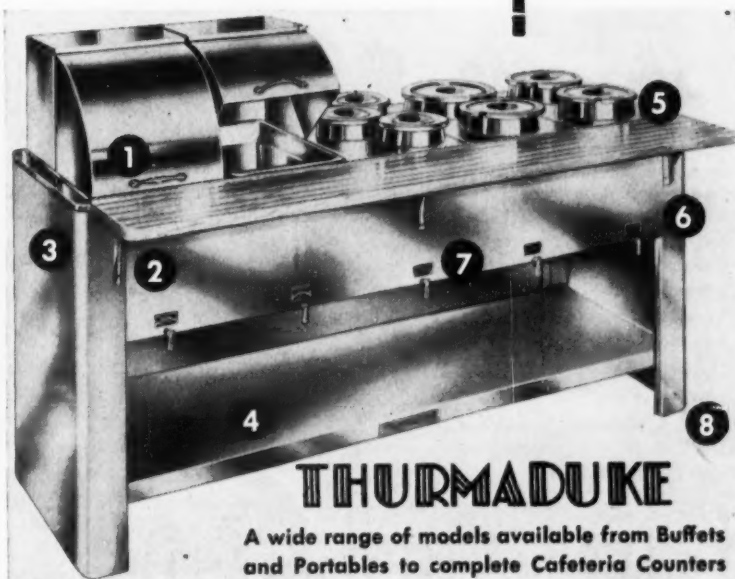
The easiest way to make people believe a second-rate watch is a fine watch, is to make it look like a fine watch.

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DUKE MANUFACTURING CO. • Originators—not imitators • SAINT LOUIS 6, MO

LUNCH

students and the girls preparing the skits profit.

Three areas are used for the storage of supplies. A room under a stairway that leads to the second floor is used for the storage of staples. This room is lighted and ventilated. Shelves for canned goods have been constructed on each side. A steel cabinet holds straws, butter chips and napkins. A large steel chest and new

garbage pails hold such staples as macaroni, flour and sugar.

The unused green house of the Agricultural Department, conveniently located on the first floor, is used for the storage of potatoes, cabbage and apples. The local frozen food lockers are used for foods requiring this kind of storage.

Mason Menu Pattern

It is essential that anyone not familiar with the program to understand why no a la carte meals may

be purchased when milk alone may be bought. Sometimes students wish to purchase nothing but two or three desserts, and since the Mason lunch program operates in conjunction with the Federal School Lunch Administration, we have agreed to a definite meal pattern to serve to each child each day. But a choice of dishes is provided in several categories, and a simple dessert is added.

On a typical day the student may choose a weiner stuffed with cheese or one stuffed with dressing, mashed potatoes, and parsley butter as his main dish. From the second group of dishes he may take tossed salad with bacon chips, spinach or scalloped tomatoes. He may have two slices of bread or rolls, if there is no waste, and a choice of apple goodie or fruit cup for dessert. We also always have a special—carrot sticks, peanut butter, cinnamon apples, or whatever seems to be needed for food value or appetite appeal. Each child is expected to take butter and milk. In this way the student learns to select foods and at the same time establishes a good menu pattern.

Public Relations

That new teachers may become acquainted with the practices of the lunch program and that all teachers may understand new policies and be given the opportunity to offer suggestions, the school lunch manager presents the Mason program at the regular teachers' meeting held the week previous to the opening date of the cafeteria. Posters, pamphlets and strip film concerning nutrition and good manners are on display at this meeting. These are always available.

After this meeting, mimeographed sheets containing a synopsis of the program are given to each teacher for future reference and discussion with her pupils. In high school a definite time is set—perhaps the second hour **Thursday** morning in all classes and study halls—for these discussions. At this time the teachers also call attention to the brief account of the lunch program found in the Student Handbook.

Mimeographed letters to parents containing information about the opening date, cost of meals, and type of menu pattern are distributed to children in grades one through six to take home. An article on the lunch program is placed in both the school and local newspaper.

POUR 'EM... *don't* PEEL 'EM



WITH THE NEW

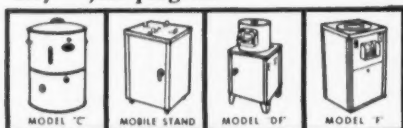
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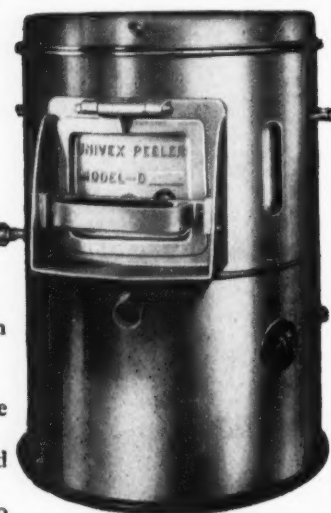
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last longer on the job, and take less time out for repairs.

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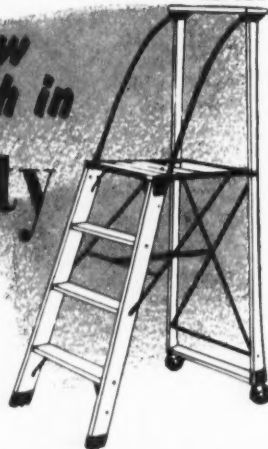
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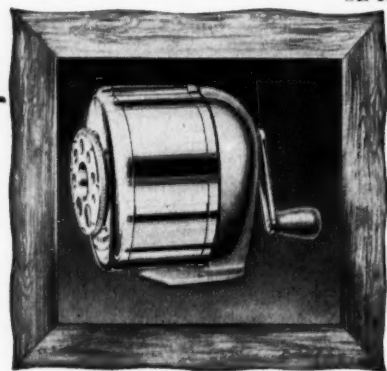
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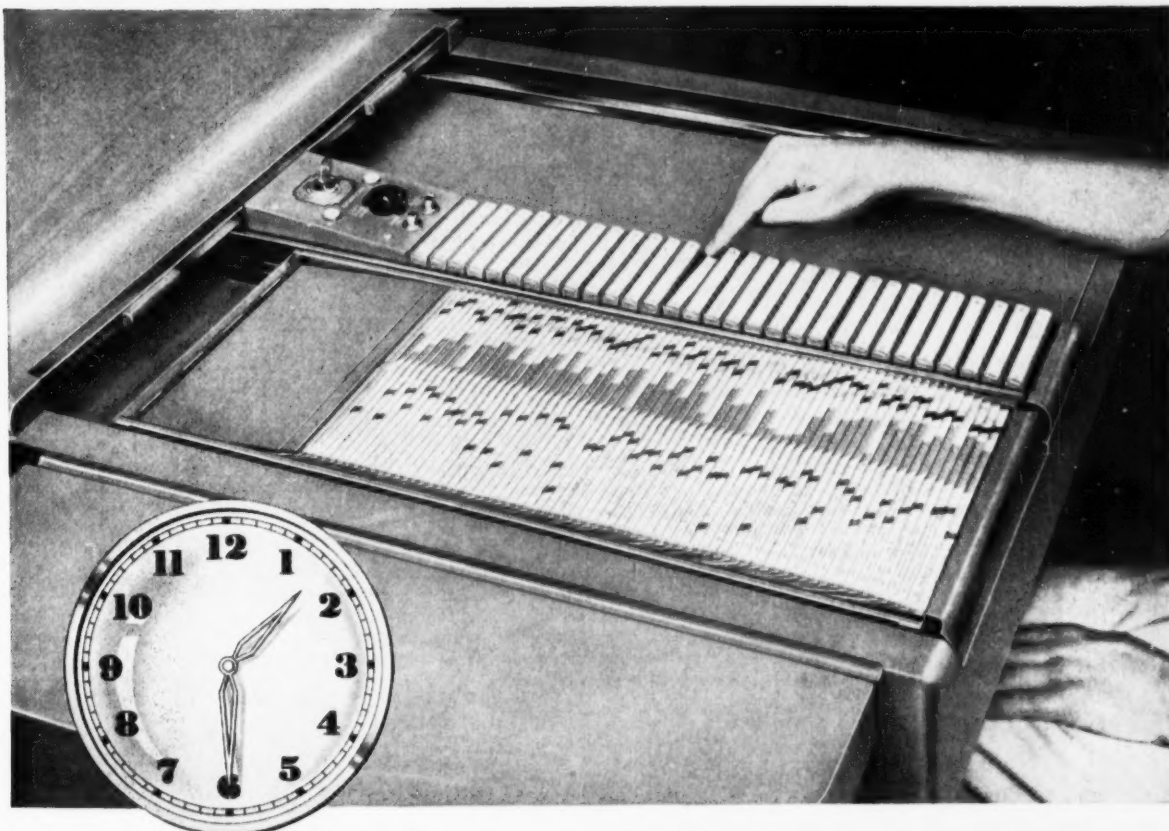
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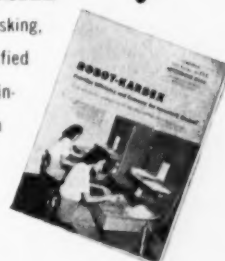
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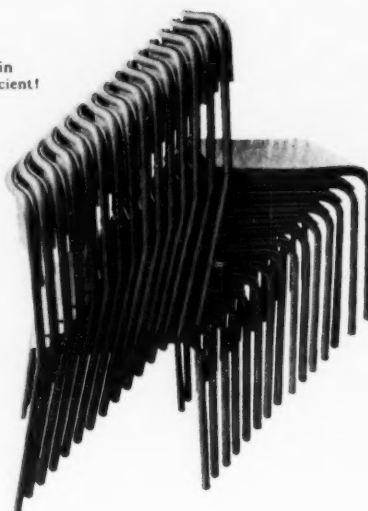
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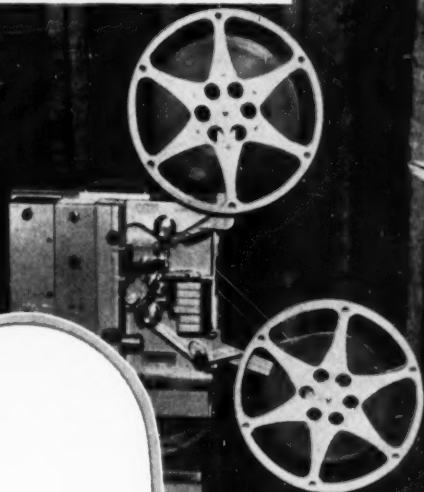
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Quietest way to show sound films

JUST A WHISPER of nylon gears and precision-built parts. That's all the operating noise you hear from the RCA "400". Hardly a murmur from the big, husky motor. No need to turn up the sound to blast out projector noise.

(In noise-level tests on five leading projectors, the RCA "400" proved it operates more silently than any of the others—well below the level of motion-picture engineering society recommendations.)

For smooth operation, tell your RCA Dealer you want the RCA "400" 16mm sound projector.

Check these 6 important advantages of the RCA "400" Projector

1. Thread-Easy film path for 30-second threading
2. Low-speed induction motor for quiet service-free operation
3. Floating sprockets for gentle film handling
4. Husky motor, nylon gears for long-term dependability
5. Simplified design for 2-minute set-up, 3-minute pack-up
6. RCA-engineered sound system for superb reproduction

For more information MAIL COUPON NOW



VISUAL PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal



Visual Products, Dept. 109V
Radio Corporation of America, Camden, N. J.

Please send me your new, free booklet, RCA "400"
Senior and Junior Sound Film Projectors.

Name _____ Title _____

Organization _____

Address _____

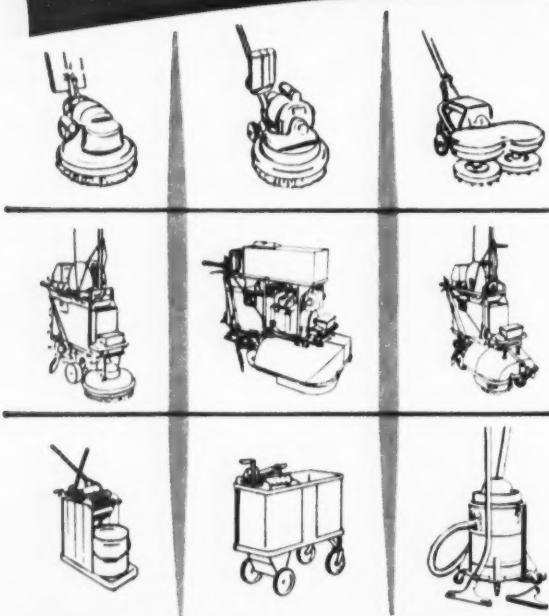
City _____ Zone _____ State _____

Keep your
floor-maintenance
men happy...



with **Job-Fitted** EQUIPMENT!

Choose from the **COMPLETE** Finnell Line
More than a score of models and sizes
permits selection of the equipment
that's exactly right for your job!



However much a maintenance man may want to do a good job, and at the same time show savings in labor costs, he's stymied if the machine is too small, or too large, or is otherwise unsuited to the job. Different floors and areas call for different care and equipment. That's why Finnell makes more than a score of floor-maintenance machines. From this complete line, it is possible to choose equipment that is correct in size as well as model... that provides the maximum brush coverage consistent with the area and arrangement of the floors.

Finnell makes Conventional Polishing-Scrubbing Machines in both concentrated and divided-weight types, each in a full range of sizes... a Dry-Scrubber, with self-sharpening brushes, for cleaning grease-caked floors... Combination Scrubber-Vac Machines for small, vast, and intermediate operations, including gasoline as well as electric models... Mop Trucks... Vacuum Cleaners for wet and dry pick-up, including a model with By-Pass Motor. In addition, Finnell makes a full line of fast-acting Cleansers for machine-scrubbing... Sealers and Waxes of every requisite type... Steel-Wool Pads, and other accessories — everything for floor care!

In keeping with the Finnell policy of rendering an individualized service, Finnell maintains a nation-wide staff of floor specialists and engineers. There's a Finnell man near you to help solve your particular floor-maintenance problems... to train your operators in the proper use of Finnell Job-Fitted Equipment and Supplies... and to make periodic check-ups. For consultation, demonstration, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3110 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines

50th
FINNELL
Everything for Your Floor Care
Anniversary

BRANCHES
IN ALL
PRINCIPAL
CITIES

New Product / News

Clay Storage Cart SE-201 *Is Completely Mobile*



Grade-Aid Clay Cart is a mobile, all-steel unit specifically designed for clay storage. The stainless steel or galvanized steel bowl holds a supply of clay ample for an entire class. The roomy lower compartment provides storage space for clay working tools and unfinished projects. The all-swivel type heavy-duty casters permit easy handling by teacher and pupil alike. The cover helps retain the natural moisture of the clay as well as to insure cleanliness.

Made of one-piece lifetime stainless steel or hot-dipped galvanized steel, with all vertical and horizontal corners fully rounded.

COLONIAL ENGINEERING CO., INC.,
48 Grove St., W. Somerville 44,
Mass.

Wax Remover SE-202 *Eliminates Scrubbing*

Beacon All-Brands Wax & Dirt Remover will remove every brand of floor wax, regardless of the number of built-up layers, without scrubbing. Only half a cup of the remover is

needed to a two-gallon pail of hot water. It is spread with a mop, cloth, or sponge so that the floor is generously covered. After it soaks in for ten minutes, rinse off with cold water. The old wax and dirt immediately dissolves.

This product is suitable for linoleum, asphalt tile, rubber tile or vinyl plastic floors, but not over paint, varnish, or shellac. Packed as a concentrate in three sizes: half-pint, pint, and quart.

THE BEACON CO., 33 Richdale,
Boston 30, Mass.

Wall Type Bench SE-203 *With Locker Base*



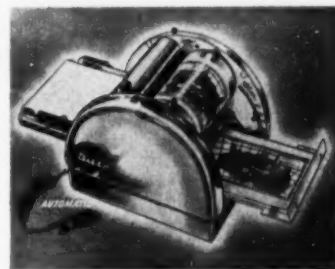
The Industrial Bench & Equipment Mfg. Co., Inc., has a brand new line of Locker Type Student Benches. Illustrated above is the new Wall Type Bench with 12 lockers as a base. The locker base is 72" long, 30" high, and 21" deep. The top is 7' long, 24" wide, and 2 1/4" thick, made of selected hard maple edge grain, kiln dried. The laminated strips are joined true and glued and reinforced with heavy bolts into one piece. The bolt holes are counter-bored and plugged.

Expertly sanded and perfectly finished with clear lacquer or shellac on face and edges, and with black wood sealer on the bottom.

THE INDUSTRIAL BENCH & EQUIP-

MENT MFG. CO., INC., 98 South St.,
New Britain, Conn.

Electric Duplicator SE-204 *New Direct Process Unit*



Ditto Inc. announces the new Ditto D-11 Electric Direct Process Duplicator.

The new D-11 is a rugged machine, although low in price, and incorporates features normally found only in much higher priced equipment. Its power drive is equal in quality and performance to the most expensive power drives found in duplicating machines and its power clutch is the same as used on Ditto's higher priced machines. The machine can be used for hand feed, if desired, through the use of a simple tripping operating handle.

The D-11 employs the Ditto direct process duplicating principle. There are no stencils to cut, no type to set, no mats to sensitize. It will reproduce two copies per second of anything typed, written, drawn or printed through duplicating carbon, in as many as five colors in one operation.

A disappearing receiving tray streamlines the machine. Reversible feed tray facilitates handling of long and short sheets.

DITTO, INC., 664 S. Oakley Blvd.,
Chicago 12, Ill.

(Continued on page 156)

SE-205

Recording Attachment

*Records Music and Sound
Simultaneously*

Victor Animatograph Corp. announces Mixer Magnesound, a magnetic recording attachment which can be used on all existing Victor 16mm sound motion picture projectors.

The Mixer Magnesound has individual inputs for microphone and phonograph. Both may be used at the same time for professional sound—voice mixed with a musical back-



ground. There is a separate volume control for microphone and phonograph, allowing complete independence of volume selection. The complete unit consists of an amplifier,

drum, carrying case and microphone.
VICTOR ANIMATOGRAPH CORP.,
Davenport, Iowa.

SE-206

Bookkeeping Machine

Is Low in Cost



Educational institutions will welcome the new Remington Rand Low-Cost Bookkeeping Machine as the key to economical mechanization. Designed for small or large administrative operations, the fully-descriptive, low-cost machine facilitates the preparation of Accounts Payable and Budgetary Control for public school systems. Colleges, universities, and private institutions will find it equally valuable for these applications.

The machine is a complete bookkeeping unit which matches those in the \$4-500 bracket by producing multiple records with mechanical proof for every entry, instantly-computed account balances, and automatically accumulated accounting control figures. All computations are made step-by-step within the registers.

REMINGTON RAND INC., 315
Fourth Ave., New York 10, N. Y.

SE-39

switch from this
to this

Anyone can produce beautiful plastic bound books in these 2 easy steps:

Punch sheets and covers of any size or weight, quickly, accurately

Bind up to 250 books an hour with colorful GBC bindings— $\frac{3}{16}$ " to $1\frac{1}{16}$ " diameter.

NOW... YOU CAN DO PLASTIC BINDING

THIS STRIKING PLASTIC BOUND PORTFOLIO-PRESENTATION— FREE

Get your personalized edition... a wealth of facts and ideas. You'll receive at no extra cost the complete application and cost story along with actual samples of modern plastic binding all in one presentation. Act now! No obligation.



GENERAL BINDING CORP., Dept. SE-1
812 W. Belmont Ave., Chicago 14, Ill.

RIGHT IN YOUR OWN SCHOOL OFFICE...SHOP...CLASSROOM

Bind all sizes of loose pages... any printed or duplicated material with compact GBC plastic binding equipment... in a matter of seconds. Pages lie perfectly flat... may be inserted or removed any place in the book. Valuable in every school department. Anyone can operate. No maintenance required.

GET YOUR FREE PORTFOLIO-PRESENTATION NOW

GENERAL BINDING CORPORATION

Dept. SE-10, 812 W. Belmont Ave., Chicago 14, Ill.

Please send me... without obligation... my free plastic bound PORTFOLIO-PRESENTATION that includes prices and applications.

NAME _____

ORGANIZATION _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

SE-207

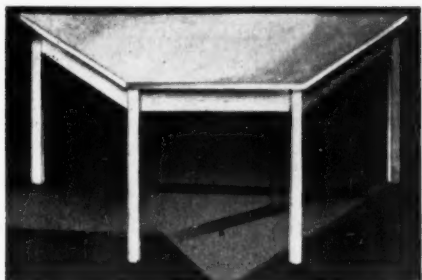
Folding Bench-Table

Doubles as Bleacher

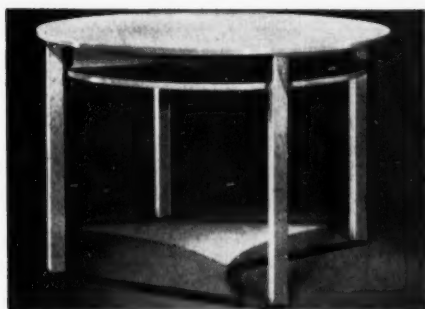
Howe Folding Furniture, Inc. have developed a versatile folding bench and table combination that can be used as a two-tier bleacher. The combination can also be folded into a bench with back rest.

The tables are made of $\frac{3}{8}$ " plywood with tan linen plastic top and bottom. A T-molding edge is used around the top. The benches are made of 1" solid wood or Masonite on plywood with taupe finish. The legs are 1" heavy gauge steel tubing, zinc plated, with metal glides.

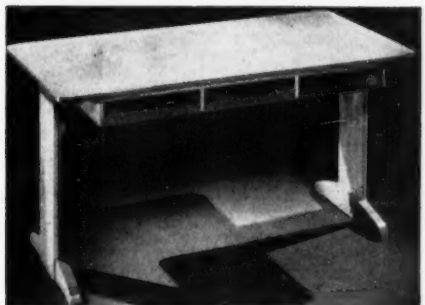
HOWE FOLDING FURNITURE, INC.,
1 Park Ave., New York 16, N. Y.



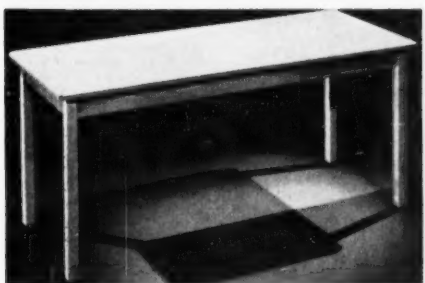
Trapezoidal Multi-Mode Table, No. 2330



Round Table, No. 2320



Study Table, No. 2310

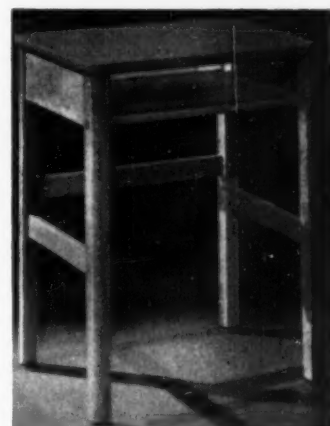


Utility Table, No. 2300

For maximum flexibility . . . National Modular School Furniture fulfills every classroom requirement

With the exclusive **NATCOLITE** Laminated School Top

Here is a complete line of multi-functional school equipment, designed to meet the specifications of modern teaching techniques. This furniture is completely versatile—easily arranged and rearranged to allow for an infinite variety of uses. Every desk and table in the National line has the Natcolite school top, surfaced with Nevamar plastic laminates in wood-grain patterns, specially developed and tested for uniform, low light reflectance and banded with matching Wynene plastic edging. The Natcolite top withstands years of punishment and eliminates maintenance problems, because it never needs refinishing or resurfacing. National School Furniture is highly efficient and modest in cost—adaptable to any school budget.

National School Chair,
No. 2610 Deluxe
No. 2710 StandardNational School Desk,
No. 2020 Deluxe
No. 2120 Standard

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND

October, 1953

157

Tubular Chair

SE-208

Made of Three Integral Parts

The #100 Tubular Classroom Chair is constructed of just three integral parts—two sets of legs each constituting a front and rear leg with a tubular chair brace welded securely between them and a back and seat rest bent to assure perfect seating posture. The three parts are assembled readily with six bolts and self-locking nuts. When properly tightened, the nuts cannot be removed except by tools. Actual setting



up time is one minute, 45 seconds, by an inexperienced person.

All chairs, whether of steel or aluminum tubing, are equipped with steel rubber cushioned glides.

Shipped knocked down.

RUDY J. SILVERMAN, 825 Broadway Ave., Highland Park, Ill.

SE-209

Marble Face Building Blocks

Is Maintenance Free

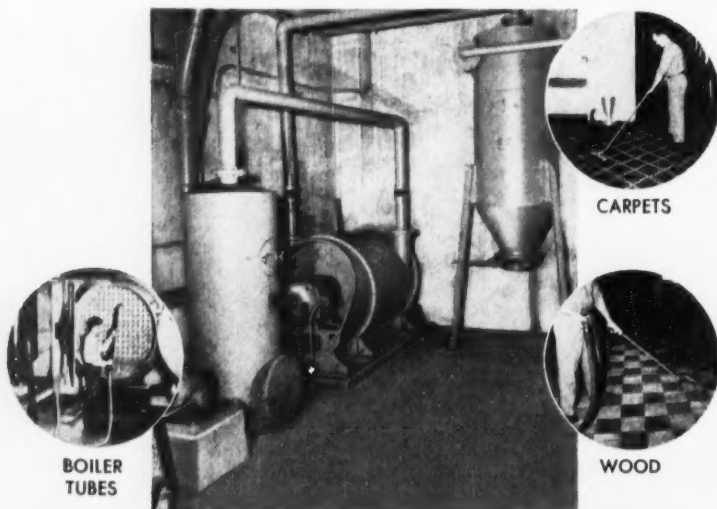
Marble Face Building Blocks permit the erection of a finished wall in one standard masonry operation. Suitable for either interior or exterior uses, these blocks are the result of a scientific process which permanently bonds a face of marble chips and marble dust set in a colored cement matrix to one or two sides of a cinder or concrete block.

The blocks have high compressive strength. Tests demonstrate that even under the severest conditions, the facing will not separate from the block, nor crack before the block breaks. Impervious to the effects of climate or weather, extreme heat and cold, the facing will not crack, spall or peel, and is termiteproof, verminproof, and fireproof.

No special maintenance care is necessary, other than soap and water.

MARBLE FACE BLOCKS, INC., 565 Fifth Ave., New York 17, N. Y.

SE-41



BOILER
TUBES

CARPETS

WOOD

Yeshivah—BROOKLYN

modernizes its cleaning methods

with Spencer



WRITE FOR
BULLETIN

Here is a thoroughly modern school which is also used for community weddings and parties. The new addition, Samuel Juster, Architect, is provided with a Spencer Stationary system with an added soot separator for cleaning the boiler tubes.

All kinds of floor surfaces are cleaned after every working day by three operators. The piping is steel tubing, which is saving on original installation cost in many types of buildings.

In any building there are more than twenty ways to save with Spencer Vacuum. It cleans faster, better and with lower maintenance. It will pick up water, clean the air conditioning system, machinery, even dry mops, with a special attachment. Ask for the new bulletin describing the many uses and economies.



LINOLEUM

Corridor Lighting

SE-210

Broad, Sidewise Illumination



A new corridor lighting fixture has been announced to take care of asymmetrical lighting requirements in wide halls and corridors. Sidewise illumination is very broad, whereas lengthwise, the brightness is well shielded by means of 45° x 45° Plastic Grate-Lite Louvers. In a 10'0" wide hall, anywhere from 5 foot candles up to 20 foot candles can be distributed across the entire hall with perfect uniformity.

The new V-C-U Corridor Light is available in 4', 8', and 16' lengths, wired Rapid-Start, Conventional or Slimline, in one or two rows of lights.

THE EDWIN F. GUTH Co., 2615 Washington Ave., St. Louis 3, Mo.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

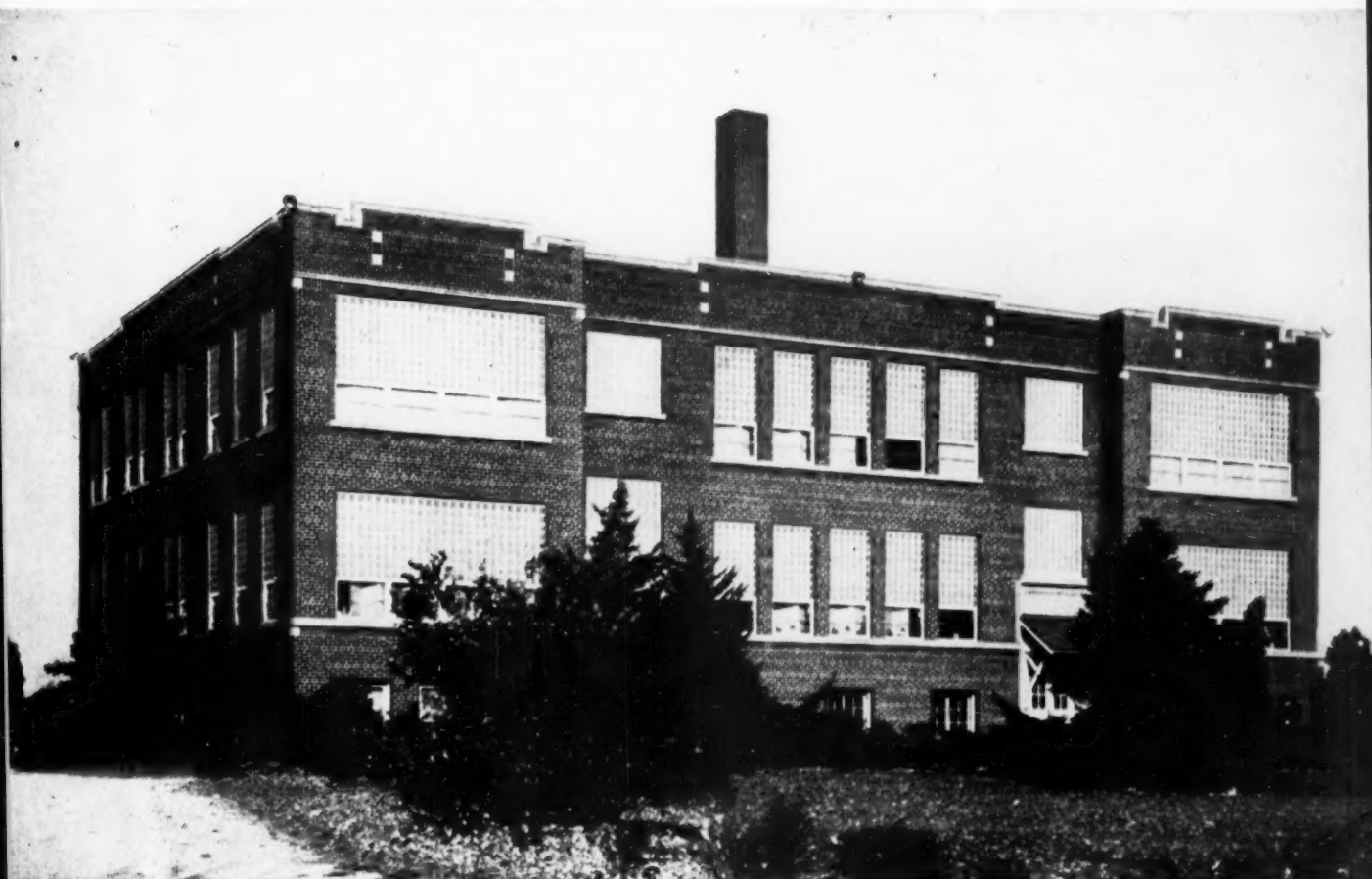


471-G



Before DAYLIGHT ENGINEERING

(deteriorated sash plus
an annual fuel bill of \$1,839.49)



After DAYLIGHT ENGINEERING

(better light and fuel bill of \$1,268.32)

The York Township School, Clyde, Ohio, is typical of the buildings erected in the 1920's and now faced with maintenance problems. Foremost among this school's problems was what to do about worn-out window sash. Gradually the wooden sash had deteriorated and even continual, expensive maintenance did not provide proper protection from cold wintry blasts.

In 1951, an Insulux Fenestration System using the new Insulux light-directing Glass Block No. 363 was installed. *Much of the first*

year's fuel savings of \$571.17 was attributed to the new glass block windows!

Important as they are, fuel savings are only part of the story! These panels provide even, diffused daylight over all parts of the school room. Excessive glare and harsh contrasts are eliminated.

By the use of entirely new optical principles, No. 363 light-directing Glass Block capture and properly use daylight from early morning to late afternoon, just as though your building were "turning with the sun."

If you are in the process of remodeling old structures or building new ones don't overlook the positive advantages—maintenance economies; better seeing conditions—that panels of Insulux Glass Block® bring. Send for our free, 24-page booklet "Better Light for Our Children." And, for help in planning for, and using, Insulux Fenestration in your school ask for the experienced help of a Daylight Engineer. Write Insulux Glass Block Division, Kimble Glass Company, Dept. SE-10, Box 1035, Toledo 1, Ohio.



KIMBLE GLASS COMPANY

Toledo 1, Ohio—Subsidiary of Owens-Illinois Glass Company

SE-211
Aviation Training Kits
For School Shop Projects

Aircraft construction training projects, formerly limited to the larger vocational high schools and technical institutions, can now be taught effectively in the average school shop. The Schweizer Aircraft Corp. has developed a series of training kits designed to teach aviation construction techniques and aluminum sheet metal work. Students gain, not only effective training, but the end product of the project is useful.

The first of the series is the Schweizer Utility Case Project No. 1. The basic kit includes all the ma-

terials for making a Utility Case with ends pre-formed to shape, necessary hardware, blueprint and student procedure instructions. Instructors report that the project gives students a real insight into modern aviation construction techniques.

SCHWEIZER AIRCRAFT CORP., Elmira, N. Y.

Water Ram **SE-212**
Cleans Clogged Pipes, Sewers

The Hydraulic Water Ram, for cleaning clogged drain pipes and sewers, operates on the impact principle, not on pressure. The sudden



release of a small slug or highly compressed air, striking a solid water column against the stoppage in the pipe, delivers a split-second impact which readily cleans the most stubborn blocks.

The ram serves the entire drain system of a building, from drinking fountains to 6" sewers. No special knowledge, experience, or training is required to operate the ram. Maintenance men can easily follow the step-by-step instructions.

THE HYDRAULIC MFG. CO., Kiel, Wis.

Copying Machine **SE-213**
Small, Low in Cost



The Ozalid Bambino copying machine is specifically designed and priced for small volume users. Only slightly larger than an ordinary electric typewriter, the Bambino will copy letters, accounting statements and reports; anything that is written, typed, printed or drawn on a sheet of translucent paper up to 9" wide and any length. A first copy is ready in seconds; up to 200 copies can be made in an hour.

Letter-size Ozalid copies cost less than 1½¢ each, including labor and materials. Thus, by eliminating re-writing, typing, and proofreading the Bambino saves many dollars daily in copying routine correspondence.

OZALID, DIV. OF GENERAL ANILINE & FILM CORP., Johnson City, N. Y.

Two great NEW
PROJECTORS
 by
American Optical




LARGE APERTURE
"Opaque 1000"

Now . . . AO high standards of performance from an opaque projector with 10" x 10" aperture! Years of research by AO Optical Scientists make possible the finest projector to reproduce complete pages and also provide:

- Bright, clear images in semi-darkened rooms
- Even illumination over entire screen
- Crisp, true color reproduction

The New AO Opaque 1000 brilliantly projects entire printed or written area of books, letters, work sheets—as well as innumerable opaque specimens. Blower keeps copy safely cool without a trace of "flutter". New "self-locking" platen simplifies insertion of material. Rack and pinion permits needle-sharp focusing. Spring loaded elevating legs are amazingly easy to adjust. Accessories include new "AO-LITE" Spot of Light Optical Pointer and roll feed attachment for continuous, effortless insertion of material. By far, the world's finest opaque projector.

NEW "Educator 500"
For 2 x 2 Slides and Filmstrip

Few 750 watt projectors match the brilliant picture quality of this superb 500 watt instrument—and none offer so many exceptional features. The Educator 500 projects 2 x 2 slides and single or double frame filmstrip—instantly switching from one to the other.

New Patented Filmstrip Unit guarantees safety to film. Pressure plates open before film is advanced; close after frame is in position. No more scratched or damaged film.

Patented Autofocus Changer feeds slides on one side, ejects them automatically from the other. All slides are automatically focused without readjusting.

Front rotates 360° to assure easy centering and upright frames. Choice of Americote 3½", 5", or 7" lenses. Safe, fan cooling—quiet AC motor.

All optical elements guaranteed against heat breakage. American Optical makes the most complete line of still projectors.

MAIL COUPON TODAY FOR FREE LITERATURE

American Optical
 PROJECTORS
 CHELSEA 99, MASS.

Please send me information on . . .

- ☐ Slide & Filmstrip Projectors
- ☐ Opaque Projectors
- ☐ Lantern Slide Projectors (3½ x 4)
- ☐ 35mm Slide Projectors (2 x 2)

Signed
 Organization
 Address

... EASY DOES IT!

New REGINA

Model A — 16 inch



Floor Machine

**Operates Quickly, Easily,
Without Professional Help!**



BIG enough for heavy-duty,
large-floor cleaning!

LIGHT enough to operate easily,
carry comfortably!

Built-in Grip
for Carrying

**Designed
Especially for**

INSTITUTIONS
INDUSTRIAL PLANTS
OFFICES
SCHOOLS
STORES
RESTAURANTS
LARGER HOMES

SCRUBS WAXES

POLISHES BUFFS

SANDS*

REFINISHES*

Retail list:

\$129⁵⁰

Including 2 all-purpose brushes,
2 reversible buffing pads,
2 reversible steel wool pads

New REGINA Model A — a "must" for large floor cleaning, especially where the greater cost of a heavier machine isn't justified. Anyone can operate it easily — no professional help needed! ½ H.P. Universal motor, precision balanced to assure quiet, equalized operation. Two 8-inch brushes cover 16 inches of floor space at once. Portable, with convenient built-in hand grip for carrying up and downstairs easily. Modern flow-line design.

*Sanding Kit Extra Equipment

Act Now!

Mail this coupon for complete information
on the REGINA Model A Floor Machine.

THE REGINA CORPORATION, Rahway 45, N. J.

Please send me:

- ☐ Name and address of distributor in my territory.
- ☐ Free descriptive material on the REGINA Model A Floor Machine.

NAME _____ TITLE _____

COMPANY _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

IN CANADA: SWITSON INDUSTRIES, LTD., WELLAND, ONTARIO

Opaque Projector SE-214

Has 10" x 10" Aperture

A new opaque projector, the AO Opaque 1000, has an aperture large enough to project all the printed or written area of most books, magazines, and letter-size paper. It projects crisp, clear, evenly illuminated pictures over the entire area of the 10" x 10" aperture. With a powerful 1000-watt bulb and coated, 22" focus projection lens, it projects large, bright images even in semi-darkened rooms.

All copy is guaranteed against burning. Dual-purpose pressurized cooling from a quiet, motor-driven



fan keeps the projected object 100% protected. Even with the platen completely covered, the projector remains safely cool.

The Opaque 1000 is light in weight and has a conveniently positioned carrying handle for moving from place to place.

AMERICAN OPTICAL CO., Southbridge, Mass.

Milk Service SE-215

Eliminates Milk Bottles



A practical, low-cost milk service which entirely eliminates the need for milk bottles in school cafeterias and school milk bars has been perfected with the development of a new Dixie Nylon Holder. Designed specially for school feeding programs, where durability and economy are of prime importance, the new milk service involves the use of Dixie Cone Cups and Dispensers, Dixie Nylon Holders and bulk milk dispensers.

The new Dixie Nylon Holder is practically unbreakable, color fast, and unusually durable. Other features include light weight, wide base, convenient to hold, automatic cup pickup, and easy to clean.

DIXIE CUP CO., Easton, Pa.

Duplicator Cabinets SE-216

Designed for Model 9S Copymakers

Old Town Corp. announces that especially designed all-steel cabinets for use with the Model 9S Copymaker Duplicators are now available.

These cabinets, made in a gray hammertone finish, are carbon and ink resistant. A steel shelf in this cabinet makes the storage of copy paper, fluid, master units, and other duplicating equipment convenient and easy.

These cabinets are equipped with four adjustable feet to assure perfectly level operation at all times. There are four cups at the top of the cabinet so that the feet on the Model 9S fit snugly and squarely.

OLD TOWN CORP., 750 Pacific St., Brooklyn 17, N. Y.

Lower Automobile Insurance SE-47

Rates for Teachers?

WILL ROGERS, it was, who said: "To be a teacher, you gotta be good."

Yes, you may have thought so, too, but now statistics *prove* it.

Automobile accident experience proves that teachers, among other preferred risks, are far more careful than average drivers — have fewer accidents — drive less miles — take better care of their cars.

Although these are reasons enough for the lower rates you should be paying for your automobile insurance, there's also this important factor: when underwriting automobile insurance, a high value is placed on the intelligence and integrity of teachers.

At last, teachers are now winning proper consideration for their careful driving by being recognized as preferred risks.

GOVERNMENT EMPLOYEES INSURANCE COMPANY in Washington, D. C., is the pioneer in providing lower auto insurance rates and unexcelled service for preferred risks. This company recognizes the preferential status of teachers and has an established *Educators Division*. By eliminating the expense of agents and brokers, GOVERNMENT EMPLOYEES INSURANCE COMPANY is able to offer you savings of up to 30% from standard rates.

A nation-wide network of over 500 professional, highly-trained claims attorneys and adjusters assures fast, equitable and efficient claim service. To obtain complete information and rates, fill in the coupon below and forward it to the Company. There is no obligation.

EDUCATORS DIVISION		(A Capital Stock Company...Not Affiliated with the United States Government)			
GOVERNMENT EMPLOYEES Insurance Company					
GOVERNMENT EMPLOYEES INSURANCE BUILDING, WASHINGTON 5, D. C.					
NAME _____					
ADDRESS _____					
CITY _____		ZONE _____	COUNTY _____	STATE _____	
Year	Make	Model	No. Cyl.	Body Style	Purchase Date <input type="checkbox"/> New <input type="checkbox"/> Used
AGE _____ SINGLE <input type="checkbox"/> MARRIED <input type="checkbox"/> (NO. OF CHILDREN) _____					
1. (a) How many drivers in your household under age 25? (Excluding self) _____					
(b) Total percentage of car use by household drivers under age 25? _____ %					
2. Excluding to and from work, is car used in any occupation, profession or business? <input type="checkbox"/> Yes <input type="checkbox"/> No					
3. Estimated mileage during next year? _____					
4. Please send _____ auto insurance rate inquiry cards for distribution to my associates. 120					



LET'S START WITH THE CAUSES OF COSTLY FLOOR CARE

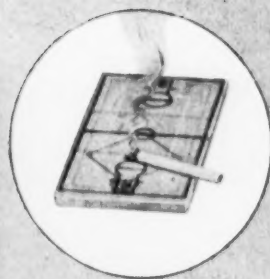
Floor maintenance costs can be cut. Without skimping on protection. The way we help you do it is simple. First we look for the trouble spots that we've found are typical causes of extra expense. We analyze the treatments each of your floors has been getting. Then we cross-check these methods with those that have proved most successful in our years of experience with floors of all types, ages, conditions, and traffic situations.

After this analysis, we help you to organize your floor care on the most efficient basis. To set up a timetable for systematic cleaning, sealing, maintaining, and inspecting. To choose the particular products in West's broad line that will best fit your needs. At the right are a few examples.



West's broad line of products includes not only floor maintenance materials but also washroom service . . . disinfectants . . . deodorants . . . insecticides . . . cleaners . . . soaps . . . protective creams. West is also the exclusive distributor of Kotex Sanitary Napkins sold through vending machines.

42-16 West Street, Long Island City 1, N. Y.



Let's see how WEST products cut floor costs

West's broad line of floor products includes every item needed to clean, seal and maintain any type of floor. Economically! Here are three outstanding items.

LASTINCOTE

seals floors extra tight against dirt, oils, greases, scuff marks, scratches. Even a lighted cigarette won't mar the finish, although the wood underneath may char. Lastincote goes further and lasts longer. Penetrates deep into pores of surface, creating a hard, antislip coat. Completely neutral. Impervious to strong alkalis, soaps.

LUSTRECLEAN

is a triple action cleaner. Cuts maintenance man hours by cleaning, deodorizing and lightly waxing in one operation. No rinsing! Excellent for wood, composition tile, asphalt tile, linoleum, cement, terrazzo, painted and varnished floor surfaces.

KWYKWAX

provides a hard, antislip coating. Dries to high gloss in 20 minutes. Resists wet rainy-day traffic. Lasts and lasts for extra savings.

WANT DETAILS?

*Tear out this page and
mail with your letterhead*

Dept. 15

I'm interested in:

☐ A FREE booklet packed with floor know-how and tips that can save hundreds of man hours a year.

☐ A talk with a West expert about my special floor problems. No sales pitch. No obligation. Just discussion and a demonstration if I want it.



Spirit Duplicator

Prints Up to Five Colors

SE-217



The Conqueror Spirit Duplicator

prints up to five colors and incorporates all the desirable features popular with school administrators and educators.

The machine produces copies face up at high speed, and has eight special features: visible fluid supply when filling and operating, plated brass tank with glass inserts holds 32 ozs.; adjustable pressure control assures maximum runs; master clamp, calibrated for centering any size paper, assures easy attachment of master to cylinder; raise-and-lower control allows operator to raise or lower copy on paper instantly; three-figure reset counter; perfect registra-

tion; and large capacity rotary feed with 50% greater capacity.

THE HEYER CORP., 1850 S. Kostner Ave., Chicago 23, Ill.

SE-218

Standard Typewriters

Equipped with New Bail Scale



Margin setting is a simplified, two-operation procedure on Underwood Standard typewriters now equipped with a bail scale which further reduces hand travel. Graduated for each carriage unit space, it supplements the See-Set margins on the 11, 13, and 15 inch models.

The new feature, located on the three-position bail, offers even greater accuracy and speed in balancing letters and other typewritten material. Perfectly balanced margins can be set instantly without moving the carriage regardless of the width or position of paper.

UNDERWOOD CORP., One Park Ave., New York 16, N. Y.

SE-47

Sturdy Oak

the **STEEL** of woods...
in all its natural beauty



For your laboratory—famous Kewaunee custom quality furniture in beautiful, long-lasting, natural finish oak. Oak—the steel of woods—for rugged service, long life. Oak—in natural finish—to brighten your laboratory, speed your work.



Specify oak—readily available—for durability and attractiveness. Specify Kewaunee—for finest custom quality, at extremely modest cost. Write today for a free copy of our catalog of Scientific Laboratory Equipment.

Representatives and sales offices in principal cities

Kewaunee Mfg. Co.

J. A. Campbell, President
5031 S. Center Street • Adrian, Michigan
Manufacturers of Wood and Metal Laboratory Equipment

Liquid Resin Glue

SE-219

For Shop, Hobby Work

Wood Glu is the name of an improved colloidal water dispersion of a polyvinyl acetate copolymer resin, which is offered for assembly gluing and bonding of wood, laminated plywood, paper-board, fabrics, leather, and similar porous materials.

Milk-white in appearance, it dries with a non-staining, translucent film of high shear strength. It can be applied as received.

Flow guns, brushes, or spreaders may be used for coating the work. The resin glue and surface to be bonded should be 50°F. or warmer for strongest joints. It need only be applied to one surface and held under pressure for periods not exceeding 20 to 30 minutes. This short clamping time makes it ideal for all furniture repairs, gluing jobs, school shop construction work and hobby-craft uses.

PAISLEY PRODUCTS, INC., 1770 Canalport Ave., Chicago 16, Ill.

NORCOR

SERIES 500

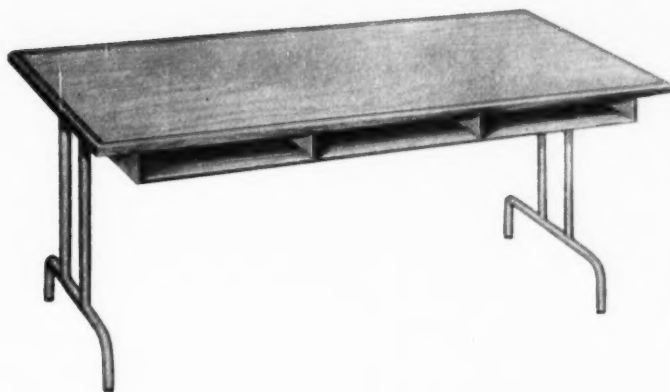
CHAIR DESK

for BETTER
school seating
for LONGER LASTING
school seating
for MORE ECONOMICAL
school seating

BETTER, because it is designed around scientifically-proven principles of good school posture

LONGER LASTING, because it is correctly designed to withstand hard school service

ECONOMICAL, because its moderate first cost is spread over more years of satisfactory service
Consult your Norcor distributor for all your school seating needs!



NORCOR TABLES

Built in a wide range of sizes and heights, rectangular or round, with lumber core plywood tops, with Northern Hardwood or high pressures Melamine plastic face. Write for complete information!

The **NORCOR** *Line*

The NORCOR MANUFACTURING COMPANY, Inc.
Dept. E GREEN BAY, WISCONSIN

Factories: Green Bay and Gillett, Wis.

• Portsmouth, N. H.

Rectifier Kit

SE-220

For Laboratory Demonstrations

The Electronic Rectifier Co. has placed on the market a build-it-yourself rectifier kit with which the user can assemble his own rectifier of 2 amps to 12 amps at voltages up to 220. This kit contains the major parts of these rectifiers and complete instructions for assembling the rectifier desired. It is so contrived that the instructor can make the assembly himself as he lectures to his class, or he can turn over the actual work to students called to the rostrum while he, himself, continues to talk.

THE ELECTRONIC RECTIFIER CO., INC., ROCHESTER 2, N. Y.

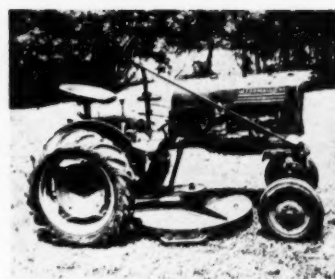
Rotary Mower

SE-221

For Use with Tractor

A new single blade rotary mower for use with the International Cub Tractor has been added to the line manufactured by Wood Bros. Mfg. Co. The mower, called the Model 42, can be mounted underneath the Cub tractor in a matter of minutes giving excellent maneuverability and enabling the operator to watch the mowing without turning around. The cutting height is adjustable from 0 to 6" by means of either manual or hydraulic lift, depending on which equipment the tractor has.

The Model 42 mows and shreds a 42" swath through grass, weeds, and

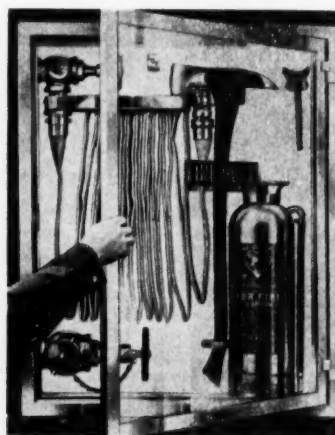


brush. It is suitable for use on school grounds.

WOOD BROS. MFG. CO., Oregon, Ill.

SE-222

Fire Protection Cabinet Fits Flush to Wall

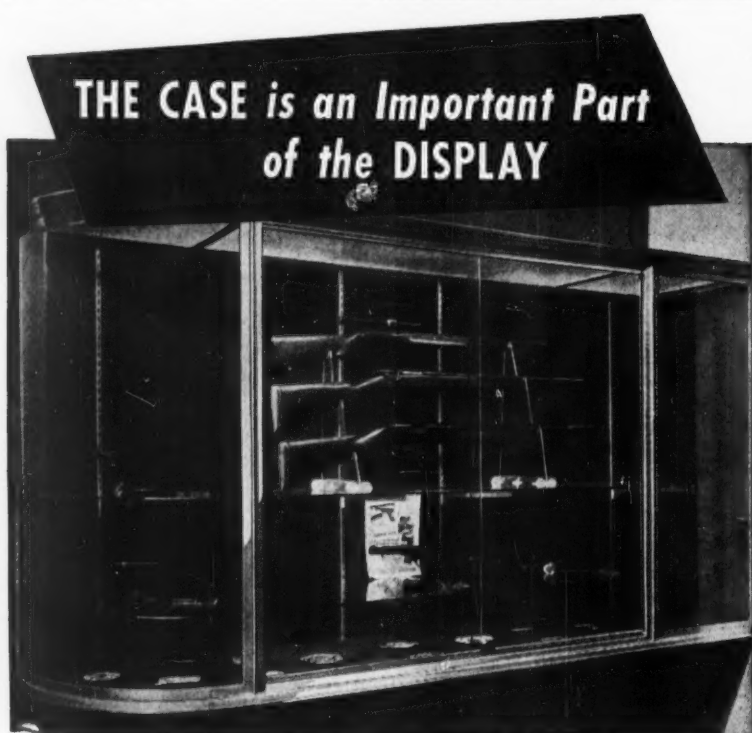


A complete fire protection package for schools and other public buildings is a wall cabinet with satin-finish extruded aluminum door and trim introduced by the Elkhart Brass Mfg. Co., Inc.

A unique feature of the new hose cabinet door and trim is that it may be installed after plastering so that the architecturally well-designed trim and door are kept free from damage during construction.

The hose cabinet door puts on view the entire contents of the cabinet including a 1 1/4" angle valve with 75 feet of 1 1/2" unlined linen hose mounted on a one-piece rack, and equipped with Elkhart plate No. 205 Underwriters' approved fog nozzle, plus a 2 1/2" valve to be used by local fire fighters, a 2 1/4 gallon, 500-lb. tested brass drawn shell fire extinguisher, firemen's axe and spanner wrench. Cabinets may be made also to hold a hand extinguisher only. Standard sizes come in five widths and three heights.

ELKHART BRASS MFG. CO., INC., 1302 W. Beardsley Ave., Elkhart, Ind.



... and Michaels "Time-Tight" exhibit cases provide that all-important part. They are designed and constructed for maximum visibility, and actually accentuate the beauty of exhibits. Furthermore, handling and theft as well as the ingress of dirt, vermin and moisture are reduced to a minimum.

"Time-Tight" cases are made in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. If it is necessary to meet specific requirements, Michaels will build special cases to exact specifications. Innerlocking Frames, exclusive with Michaels; fully mitered intersections; no screws exposed on the face of frames, are a few of their outstanding features.

"Time-Tight" cases are used extensively in museums, art galleries, libraries, universities, colleges, schools, science laboratories, for industrial exhibits, and various related types of display rooms.

Write for fully illustrated literature.

THE MICHAELS ART BRONZE CO., INC.
243 COURT STREET, COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

FOR EASIER FLOOR UPKEEP

For floor finishing or daily maintenance, Brillo solid-disc steel wool floor pad hardens and brightens finish. Regular once-over removes traffic grime—renews gloss quickly without rewaxing. Equally efficient for linoleum, asphalt or rubber tile, wood, and terrazzo.

For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S 60 John St., Brooklyn 1, N. Y.

BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS

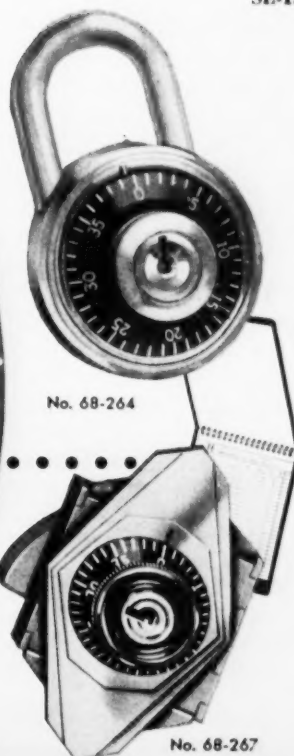
... BRILLO
cleans and buffs
in one operation
SAVES TIME

... does the job
faster—without
waste motion
SAVES LABOR



SE-130

NATIONAL LOCK offers



One complete
locking system for
All your school lockers

Purchase **NATIONAL LOCK** shackle locks
Specify **NATIONAL LOCK** built-in locks

When your locking requirements call for shackle locks and built-in locks, there's only one name to remember . . . NATIONAL LOCK. Soundly engineered National Lock combination locks bring positive security and trouble-free performance to all your school lockers. Locks are available with or without masterkey feature . . . are self-locking . . . have black enamel dial and three-number dialing. FREE lock-record charts and binder assure simplified "1-system" locker control. Purchase National Lock Shackle Locks for vocational and laboratory lockers. Specify National Lock Built-in Locks on the lockers you buy.

Write today on your school letterhead
for a free sample shackle lock.



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division

Designed for the School Shop . . . ANGLE STEEL Utility Cabinet Bench



Angle Steel offers a space-saving, time-saving combination work bench and tool storage cabinet. Twelve-gauge cabinet top permits the mounting of small power tools. Detachable back and end stops prevent tool damage. Double doors have locking device. Shelves are completely adjustable. Extra shelves available as required. Dimensions: 36" x 24" x 34" high.

Write for
Descriptive
Literature
TODAY!

ANGLE STEEL Inc.
PLAINWELL, MICHIGAN

SE-131

16mm Arc Projector SE-223

Enhances Color Projection

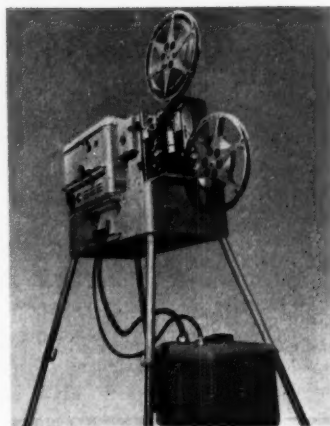
A new portable 16mm motion picture projector, using arc lighting and providing from two to four times the power of similar equipment using standard 1000-watt incandescent lamps, has been announced by RCA Victor.

The equipment answers the need of small schools for smaller and more economical projectors. Five portable units make up the equipment.

The arc lamp is capable of opera-

tion either at 10 amperes or 30 amperes. The light output at the lower current is approximately 750 lumens and the burning time of one carbon trim is two hours and fifteen minutes. Under the same conditions at 30 amperes, the light output is approximately 1600 lumens and the burning time is 56 minutes.

The second unit, a 25-watt amplifier, is mounted in a cabinet which also serves as the projector pedestal. Adjustable legs are carried within this cabinet along with the connecting cables, carbons, and other accessories.



SE-51

Rowles SPACE-MASTER DESK & CHAIR UNIT



ROWLES
School Equipment

E. W. A. ROWLES COMPANY

Here's how to make every classroom a "dual-purpose" room. Within minutes you can clear the entire room of all the desks and chairs... and have hundreds of square feet of unobstructed space available for "after-hour" activities.

The SPACE-MASTER Desk & Chair Unit is a new idea in classroom seating design. It enables you to stack the chairs and stack the desks... one on top of the other... and store them in a corner or against the wall.

The SPACE-MASTER is a great space-saving idea! It's the practical way to store your desks and chairs... and make every classroom do double duty.

See the SPACE-MASTER today! Ask your local Rowles School Equipment Dealer to furnish you with complete data, or write direct to

ARLINGTON HEIGHTS, ILLINOIS

The projector mechanism is RCA's standard 400 type, with optical modifications to suit the new arc light source. The small portable rectifier and a loudspeaker complete the equipment.

The units can be assembled for operation with ease within a few minutes.

RCA VICTOR DIV., ENGINEERING PRODUCTS DEPT., Camden, N. J.

SE-224

Lather Soap Dispenser

Is Simple to Maintain



The Bobrick 45 is a completely new, all-metal Lather Soap Dispenser which features the simplest mechanism possible for dispensing liquid soap in lather form. The exterior of the Dispenser is highly polished stainless steel and chrome-plated brass.

The Bobrick 45 has a stainless steel integral push button and piston. There is only one spring in the dispensing mechanism and the soap channel contains no small openings, small springs, check valves nor packings that will clog.

Capacity is 18 fluid ounces.

BOBRICK MFG. Co., 1839 Blake Ave., Los Angeles 39, Calif.

ANNOUNCING A NEW ALL-PURPOSE AUDIOMETER FOR SCHOOLS



SONOTONE MODEL 22

SONOTONE Model 22 Diagnostic Audiometer—an ideal Diagnostic Type audiometer for use in hearing-test program of an individual school, or in the centralized "clinic" of a school system. It meets every requirement for accuracy and dependability established by the American Medical Association. An all-important, exclusive feature is automatic pulsing of the test tones to insure greater accuracy and speed in making audiograms. Also exclusive is the provision for continuously checking the accuracy of the generated test tones.



SONOTONE Model 71 Pure-Tone Screening Audiometer—for small schools, or individual schools of a metropolitan school system. Easily portable and low in price. Designed primarily for screening tests, it also includes the wider frequency and intensity ranges needed for detailed evaluation of those whose hearing falls below screening levels. All controls are simple and dependable. Meets A. M. A. requirements for screening audiometers.

For leaflets describing these audiometers write to Dept. T-103

SONOTONE CORPORATION

ELMSFORD, N. Y.

SE-135

YOU GET CLEAN FLOORS

**FASTER...
EASIER...
AT LOWER
COST...**



Twin Tank
"Floor-King"
for mops to 36 oz.

WITH
Geerpres
WRINGERS

Designed to Take the
Drudgery Out of Mop
Wringing.

ONLY GEERPRES WRINGERS....

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|--------------------------|--------------------------|
| (1) Squeeze mops drier | (3) Prolong mop life |
| (2) Wring mops uniformly | (4) Eliminate all splash |

Fully guaranteed. Available in two styles and three size ranges to meet all your mop wringing requirements. Write for further information to:

GEERPRES WRINGER, INC.

Manufacturers of High Grade Mopping Equipment

P.O. BOX 658

MUSKOGON, MICHIGAN

SE-136

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CURRENT

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Lighting

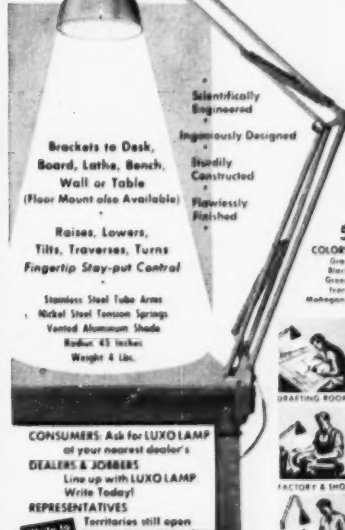
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TO THE EYES

See Better! Work Better!

LUXO LAMP

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as the best light
to work under!



Brackets to Desk,
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Wall or Table
(Floor Mount also Available)

Raises, Lowers,
Tilts, Traverses, Turns
Fingertip Slap-put Control

Stainless Steel Tube Arms
Nickel Steel Tension Springs
Vented Aluminum Shade
Radius 45 inches
Weight 4 lbs.

Scientifically
Engineered
Ingenuously Designed
Sturdily
Constructed
Flawlessly
Finished

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COLORS
Line
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at your nearest dealer's
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Write Today!
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Territories still open

LUXO LAMP CORPORATION
290 MADISON AVE. NEW YORK 17, N. Y.

Rubber Matting Is Longer Wearing

SE-225

The discovery of a new, improved friction compound has led to the development of a longer wearing and more beautiful mat by American Mat Corp.

Introduced into their deep-ribbed and smooth-surfaced Do-All rubber and cord runner mat and stair treads, the result is a more puncture-proof product with a high sheen to the Venetian Red, Erin Green, Delft Blue, and Mosaic colors.

Do-All matting comes in rolls 35" wide, 20'5" long, and 1/4" thick.

AMERICAN MAT CORP., 1799 Adams St., Toledo 2, Ohio.

Steel Storage Cabinet SE-226

Provides Extra-Large Capacity

The Penco Stationer is a budget-designed steel storage cabinet offering many of the deluxe features found in costlier cabinets. Sturdily built of first-grade furniture steel, it has an



SE-53

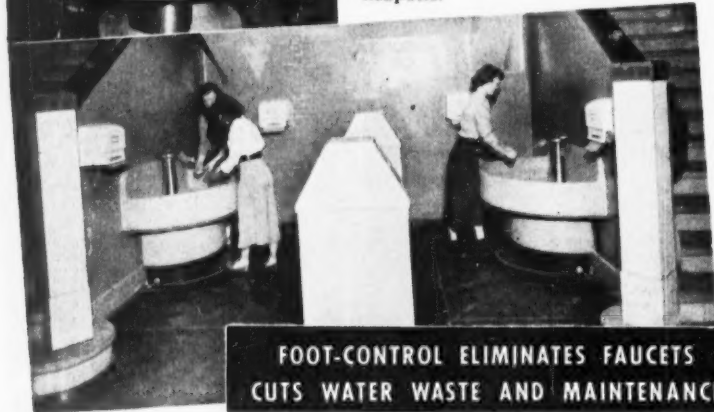
Maximum Sanitation and Cleanliness

WITH

BRADLEYS

Recent Bradley Washfountain installations include: Chapman School, Sheridan, Ore.; Birmingham H. S., Birmingham, Mich.; Katherine Finchy Elem. School, Palm Springs, Calif.; Park Row School, Charlotte, N. C.

The picture at left shows a 36-in. Bradley (Park Row School) adjacent to domestic science room where Chinese food was served that day. Below, two wall-type Bradleys were added in area near entrance to basement cafeteria, Central H. S., Minneapolis.



FOOT-CONTROL ELIMINATES FAUCETS
CUTS WATER WASTE AND MAINTENANCE

Wherever there are many hands to wash, Bradley Washfountains provide the maximum facilities in least space, insure against contagious contacts; reduce water consumption, cost of piping connections and maintenance.

The sprayhead supplies water, and with foot-control it is turned "on" and "off" with no contact of hands except with the clean running water. Up to 10

are served simultaneously at the full-circle 54-in. bowl, 6 at the 36-in. bowl, and 6 at the 54-in. wall-type (semi-circular).

All models available in pre-cast stone, enameled iron, and stainless steel—fully described and illustrated in Catalog 5204. BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

BRADLEY
Washfountains

This 24-page Catalog 5204 includes complete data, installation views and floor plan suggestions. Copy free on request.



Distributed Through Plumbing Wholesalers

electrically welded frame with dust-tight reinforced doors, 3-point security latching, chrome handles with built-in lock, and is equipped with 4 adjustable shelves. Of modern flush-front design, it is available in harmony gray or office green baked-on enamel.

Over-all size is 36" wide, 18" deep, and 78" high, providing extra-large capacity in only 4 1/2 sq. ft. of floor space.

PENN METAL CORP., OF PENNA., 50 Oregon Ave., Philadelphia 48, Pa.

SE-227

Sewing Machine Desk

Provides Ample Storage Space



The sewing machine desk above was created by Necchi for classroom instruction. Many educators and home economists were consulted before this desk was made and their suggestions have been incorporated into the finished product.

When not in use, the head of the sewing machine folds into the top of the desk, providing the student with a large working area. The large drawer on the left provides ample space for storing accessories. The desk is finished in white birch and is of sturdy construction.

Special price includes the Necchi zig-zag sewing machine.

NECCHI SEWING MACHINE SALES CORP., 164 W. 25 St., New York, N. Y.



**FOR YOUR CLASSROOM
SPECIFY
MAYLINE PRODUCTS**

The Standard table is ideal for drafting, commercial art, and general drawing purposes. This reasonably priced table is worthy of your further interest and inquiry.

Another popular table is the Master with pivot point at the front edge of the board.

**DRAFTING AND ART
CLASSROOM TABLE**

Available in combination—as shown, table only, table with tool drawers, or table with board compartment.



MAYLINE PRODUCTS ARE SOUNDLY ENGINEERED PRODUCTS.

MAYLINE COMPANY

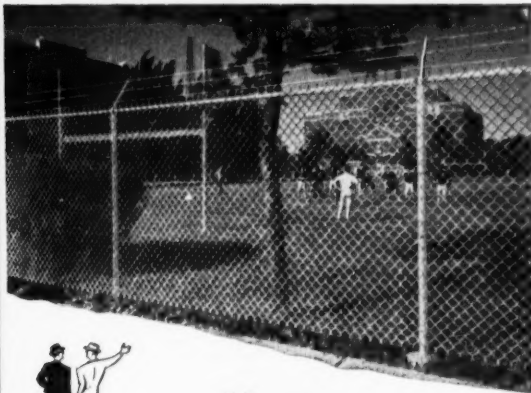
Formerly **ENGINEERING MFG. CO.**

609 No. Commerce St. Sheboygan, Wis.



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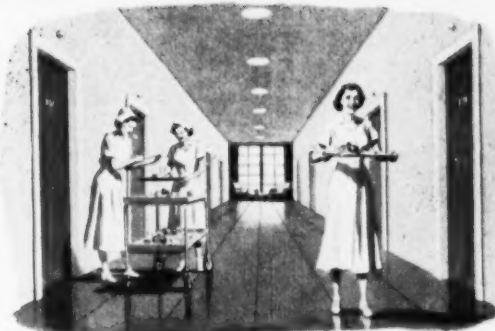


Self-assumed **blame** can never compensate for student injuries or costly property damage due to lack of needed property protection. "I should have acted" comes too late when damage has been done. Security against dangers has been a function of Page Chain Link Fence for more than 60 years. This sturdy barrier against troubles is available in heavily-galvanized Copper-Bearing Steel, long-lasting Stainless Steel, or corrosion-resisting Aluminum. Consult the skilled Page Fence erecting firm nearest you. For name and address and illustrated data...

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PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

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Cover them with
PABCO MASTIPAVE



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RESILIENT, LOW-COST!**

FLOOR MAINTENANCE costs in hospitals, schools and other institutions take a nosedive when floors are covered with Pabco MASTIPAVE. Stands up under heavy traffic—resilient, a pleasure to walk on. Easy to clean and safe. MASTIPAVE is non-slip, accident-preventing. In rolls or tiles, Terra Cotta or Black, MASTIPAVE is quickly installed... and costs are *low*! No wonder so

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GENTLEMEN: Without cost or obligation to me, please send your folder, "Every Building needs Pabco MASTIPAVE."

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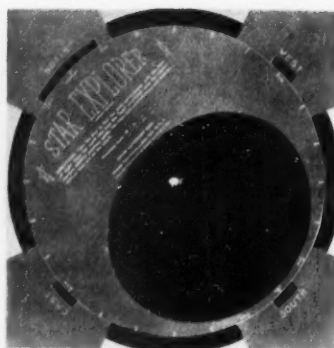
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CITY _____ STATE _____

Astronomy Guide SE-228

For Locating, Identifying Stars

The Star Explorer, designed for use by the Junior Astronomy Club of N. Y., is now being offered for general sale. It is an ingenious device, measuring about 9" x 9" and printed in blue and black on durable stock. The stars may be accurately located and identified at any hour of the night, any night of the year. The constellations, all clearly marked, are printed on an inner disk, which revolves to stimulate the diurnal motions of the celestial bodies. On the face of the card are markings for date and time, corresponding to similar figures on the rim of the disk. By



simply spinning the disk, the constellations rise and set in perfect order until they are in the proper position. The heavens then appear in perfect

reproduction—all labeled.

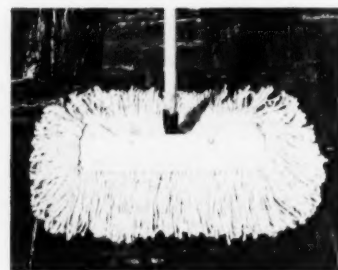
On the back of the card is a chart with complete information covering the location of planets, so that the Explorer may be used for our solar system as well as for the stars in outer space.

THE JUNIOR ASTRONOMY CLUB, Hayden Planetarium, Central Park West, New York, N. Y.

Dust Mop

SE-229

Swab Removes for Washing



The Hercules Dust Mop has a removable swab that quickly and easily snaps on and off for washing. The white multi-ply yarn picks up dust and dirt faster and will stand up under repeated launderings. This Hercules Du-All Mop comes in eight sizes, with yarn spread of 24", 30", 36", 42", 48", 54", 60", and 72". Braces are added to all sizes 48" and over.

Light in weight for easy handling, yet extra sturdy for longer-lasting value, these dust mops are perfect for dusting corners and hard-to-get-at places, as low as 2" from the floor. The mops heads cannot shake off as their socket locks firmly on a smooth lacquered sturdy Douglas fir handle.

DU-ALL MFG. CO., Geneva, Ohio.

Cutting Board

SE-230

Cuts Many Materials

Laukhuff Universal Cutters were developed for accurate shearing and cutting of a wide range of materials. Built in 16", 20", 24", 30" and 36" sizes, these tools will cut to accurate dimensions a wide variety of materials such as paper, heavy cardboard, mounting boards, film, leather, rubber, plastics, light gauge metals and textiles down to fine gauze.

The cutters feature: permanently accurate steel frame and bed; self-honing, hardened and ground tool steel knife; steel measuring scale and a self-adjusting, rubber lined clamp.

LAUKHUFF MFG. CORP., 2979 N. 30 St., Milwaukee 10, Wis.



SE-55

SWING-UP BASKETBALL BACKBOARDS

Maximum use of a gymnasium is easier when you install Swing-Up Basketball Boards. You can select a frame to fold forward or backward. Either type can be furnished with fan shaped plywood or metal bank, or with the 4 ft. by 6 ft. rectangular plywood bank. No extra brake or pull up ropes used on forward or backward folds since folding is accomplished entirely by operation of winch. Both types are fully automatic. See the various types and complete data in the Recreation Catalog and choose the one to fit your building. Also, there is Recreation Equipment for playgrounds and swimming pools.

Recreation Products are distributed nation-wide and backed by 20 years of service. You buy the best when you buy Recreation.

BUY LONG-LIFE
EQUIPMENT FROM

THE **RECREATION** LINE

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Complete
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RECREATION EQUIPMENT CORP.
724 W. 8th St., Dept. SE10, Anderson, Ind.

Please send me your complete catalog and name of dealer nearest me.

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• IDEAL FOR LIBRARIES,
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\$39.50 f.o.b. Chicago

• SIZE: 45" high, 30" wide, 15½" deep at base. Weight 50 lbs. 30 individual compartments, each 9½ x 8½ x ¾".
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HALVERSON PERIODICAL DISPLAY RACK

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HOLDS 30 different pieces of literature in less than ½ the floor space of an average table

- SAVES TIME—Once arranged, literature stays neat.
- HANDSOME—Gray Hammerloid Baked Enamel finish.
- STURDY CONSTRUCTION—heavy gauge steel insures long, useful life.
- 4 RUBBER mar-proof feet—protects floors, carpets.

ORDER TODAY FROM
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SALES**

subsidiary of
MIM-E-O STENCIL FILES CO.
1221 W. CHESTNUT ST.
CHICAGO 22, ILLINOIS

SE-144

NEUBAUER *Gym* "TWIN-POST" BASKET RACK

U.S. Pat. No. 2,621,800



Rigid Corner Posts— Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 18, Minnesota

October, 1953

SCHOOLS

Snatch up dust
QUICK—EASY
with
the wonderful

BIG X SWEEP MOP



BIG X — the most amazing performer ever created for fast, thorough dust removal. Doubles labor efficiency. Just once over—lightly—and the floor is like new! A durable giant in a range of widths from 1 to 5 feet! (Can be removed from block for washing.)

and for wet mopping:
Our nationally-famous

VICTORY WET MOP



Thousands of maintenance men use only VICTORY MOPS for wet-mopping. They know from experience the VICTORY with its sturdy, heavy-duty yarn, is in a class by itself for quick pick-up, for durability, for true economy. . . Try it and you'll agree enthusiastically!

HOLZ-EM APPLICATOR

This applicator seems to have no sales limit! Used by more professionals than any other . . . HOLZ-EM is constructed of sheepskin especially selected for correct wool-texture. Assures even-spreading of wax, seals, varnish, etc., to any type of floor.

Order these AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct for complete details and prices.

"TOPS IN MOPS"
AMERICAN STANDARD MFG. COMPANY
Incorporated 1908

CHARLES E. KREBS and WALTER O. KREBS
2507 S. GREEN STREET • CHICAGO 8, ILL.

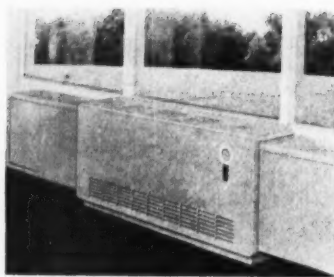


173

SE-231
Temperature Control Unit
For Mild Climate Areas

A revolutionary new cooling, heating and ventilating unit for the school classrooms in mild climate areas has just been announced, the Herman Nelson Amervent. It has the unique feature of incorporating a self-contained electronic temperature control with room thermostat. This responsive control is installed and adjusted in each Amervent at the factory and only steam or hot water piping plus an electrical connection is necessary on the job.

Designed specifically for design



temperatures of plus 10 and above, the Amervent is also equipped with a super-cooling speed which supplies 30 per cent more air to the classroom for comfort cooling in mild weather. The unit is available in three

models with the "CC" model being a combination hot water and chilled water unit. Other models operate on steam or hot water and provide ventilation as well as heating.

AMERICAN AIR FILTER CO., INC.,
 215 Central Ave., Louisville 8, Ky.

Floor Machine **SE-232**
Reduces Operator Fatigue

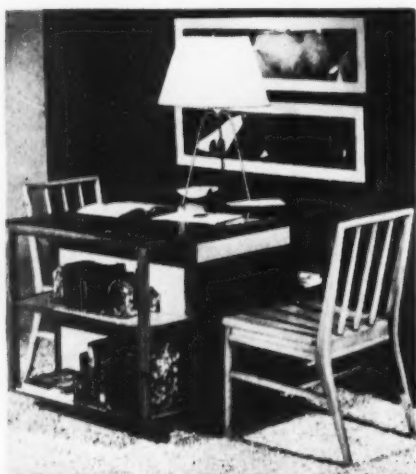


The Breuer Tornado Floor Machine has a number of new features. The handle has a new type of feather-touch switch on each side so that the machine can be operated with either hand for hours at a time without undue fatigue. The left-hand switch also controls the flow of scrubbing solution from the tank.

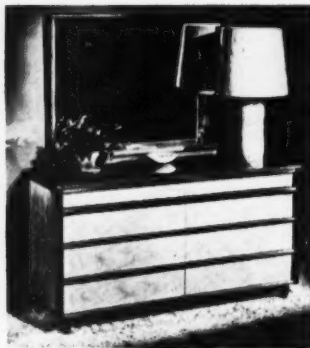
The length of the machine has been reduced to allow the handle to be mounted closer to the machine center. This gives improved balance and control. Self-retracting, non-marking neoprene wheels pop up by merely raising the handle and are lowered into rolling position with a touch of the toe.

One of the outstanding features of the unit is its newly designed motor and gear assembly, which is carefully sealed to reduce cost of upkeep. The motor is a heavy-duty repulsion-induction type which starts under heaviest loads with approximately 15 per cent less current consumption than capacitor-start motors. The motor drives a planetary gear system of four helical gears for a 10 to 1 reduction ratio that gives a brush speed of 172 rpm.

BREUER ELECTRIC MFG. CO., 5100 N. Ravenswood Ave., Chicago 40, Ill.



The double desk has two roomy shelves on each end, a spacious drawer on each side. Cabinet tops and edges are cigarette burn-proof Micarta.



The mahogany and hackberry woods are finished in Durabake, impervious to alcohol and alcohol derivatives.

Adaptable, durable—the ideal furniture
for any student room



This Tradewinds easy chair has a reversible seat cushion and wall-saver legs.

Furniture for college rooms must be smartly designed, versatile, compact and comfortable, yet constructed to take exceptionally hard usage. Handsome Tradewinds answers all these specifications. Backed by a great name—Furniture by Tomlinson—with over half a century's leadership styling furniture of unmatched value, this furniture is painstakingly crafted to give years of service. For complete facts and the name of your nearest dealer, write to Contract Division, Furniture by Tomlinson, High Point, North Carolina.

TRADEWINDS



FOR STUDENT ROOMS, LOUNGES, DORMITORIES,

SORORITIES AND FRATERNITIES

ST. M. REG. U. S. PAT. OFF.

GIVE TO CARE!

maggi works magic

with

flavor!

MAGGI'S SEASONING

Sleight-of-hand with a dash of Maggi's Seasoning develops food flavor to its peak and keeps it there. Old-world chefs have used this trick for years... making the subtle hidden flavors of soups, stews, gravies, vegetables and meat spring to life.

IN HANDY QUART SIZE
WITH "STEADY FLOW"
POURING SPOUT



MAGGI'S GRANULATED BOUILLON CUBES

Cooking magic with Maggi's Granulated Bouillon delights the most discriminating patron. Enrich gravies, sauces, vegetables and stews with economical-to-use Maggi's... which also makes an excellent full-flavored stock or an instant beverage.

PRODUCTS OF THE NESTLÉ COMPANY, INC.
WHITE PLAINS • NEW YORK

maggi's

world-famous flavor products

seasoning... granulated bouillon cubes

NUMBER 1 OF A SERIES

CURRY SAUCE...for fowl or meat!



2 oz. butter • 2 oz. flour • 2 tsp. curry • 1 onion chopped • 1/2 clove garlic • 1/2 apple grated • 1 tbsp. and 1 tsp. MAGGI'S GRANULATED BOUILLON dissolved in 1 pt. 6 oz. boiling water • 1/4 c. moist coconut.

Saute onion and garlic in butter for 5 min. Mix flour and curry, add to butter mixture. Gradually add broth stirring until smooth. Lastly add moist coconut, 1 pint.

SE-152

The LUMATHREAD HANDLE



**HOLDS
FLO-PAC
FLOOR BRUSHES
FIRM THROUGHOUT
THEIR LONGER LIFE**

Flo-Pac Floor Brushes equipped with Lumathread Handles are available in sizes from 12" to 42", with a wide selection of bristles for all floor surfaces. Other Flo-Pac Products: Floor machine brushes, radiator brushes, toilet bowl brushes, floor and wall dusters, fountain brushes, yarn floor brushes, and many others.

ORDER FROM YOUR SCHOOL SUPPLY JOBBER
**FLOUR CITY
BRUSH CO.**
Minneapolis 4, Minn. 179



**PACIFIC COAST
BRUSH CO.**
Los Angeles 21, Calif.

SE-153



Hussey Model 8 installation at Pattengill Park, Auburn, Maine

WHETHER YOU NEED 48 OR 48,000 SEATS

Hussey Patented Portable Steel Sectional Bleachers and Grandstands are the most practical and most economical answer to your seating problems. They can be used for baseball, football, etc., and then quickly and easily moved inside for basketball and other indoor needs. They are safe, cannot collapse, last indefinitely and sections can be added as needed.

Because of their exclusive patented features, they can be set up and taken down faster and easier than any other stand—only 1.2 minutes per seat to set up and 1 minute per seat to take down. Available in two styles—Model 6 Portable Bleachers and Model 8 Portable Grandstands.

FREE catalogs and complete information on request. Write today!

IRONWORKERS



SINCE 1835

Hussey Mfg. Co. Inc.

530 Railroad Avenue

No. Berwick, Maine

Also Mfrs. of—Diving Boards, Floats, Piers, Water Sports Equip., Flag Poles, Fire Escapes and Misc. Iron.

Book Cover

SE-233

Transparent Spine Aids Book Selection

The Title-View Text Book Cover put out by Bro-Dart Industries has an absolutely clear spine which makes it easy to find the right book at a glance.

Molded to the heavy paper stock is a new durable waterproof plastic film that is tougher and heavier than any in its class; even impervious to most chemicals, including acids.

Space is available on the front and

back covers for imprinting school name and insignia in school colors.

BRO-DART INDUSTRIES, LIBRARY SERVICE DIV., 59 E. Alpine St., Newark 5, N. J.

Pipette

SE-234

Permits Use of Cotton Plug

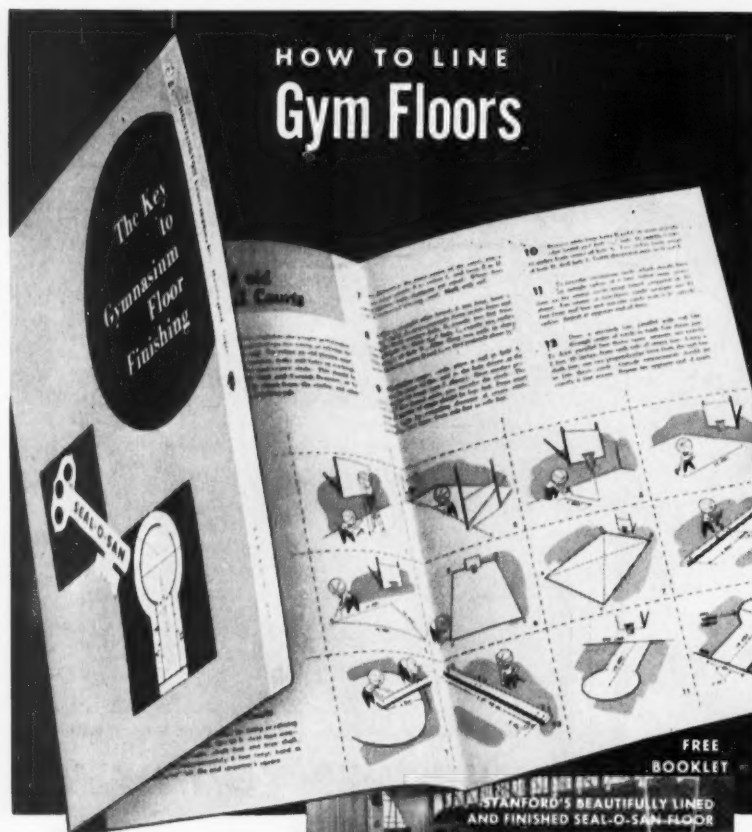
The pipette at right has a built-in construction designed to facilitate use of the conventional cotton plug for the protection of both laboratory workers and the solutions and cul-



tures with which they work. The constriction is placed near the mouth-end of the pipette and, although large enough for easy cleaning, it permits use of the cotton plug without risk of it slipping into the body of the pipette.

KIMBLE GLASS CO., A SUB. OF OWENS-ILLINOIS GLASS CO., Toledo 1, Ohio.

SE-59



SEAL-O-SAN[®]

GYM FLOOR FINISH

Your maintenance men will like this labor-saving guide for refinishing and lining gym floors. There are 12 easy-to-follow diagrams and descriptions. Also complete information on the preparation of the floor surface before refinishing. Every job is explained step-by-step. It will pay you to get a copy before refinishing time. Write today . . . it's free!



MAIL COUPON NOW!

HUNTINGTON LABORATORIES, INCORPORATED
DEPARTMENT O • HUNTINGTON, INDIANA

☐ Please send me your new folder "The Key to Better Gymnasium Floor Finishing."

NAME _____ POSITION _____
SCHOOL _____
CITY _____ STATE _____

Shower Head

SE-235

Saves 40-60% Water, Heating Costs



The Magic Fountain shower head incorporates a diaphragm of live rubber, pierced with 60 microscopic slits. The water, after entering the main body of the shower head and being mixed to a uniform temperature, strikes a metal plate, is swirled about and forced through the slits. The 60 streams break up into a soft foamy type of spray.

Actual laboratory and usage tests show that Magic Fountain operates on 40-50% of the water usually required with comparable savings in water heating costs.

MAGIC FOUNTAIN, INC., Waltham, Mass.

McKnight Publications . . .

Give your staff in-service
training with these

GUIDANCE BOOKS**INITIATING & ADMINISTERING
GUIDANCE SERVICES**

By **S. A. Hamrin**. For elementary schools, junior high schools and three- and four-year high schools. Gives tested, successful techniques, ideas, methods, practices, and procedures used by schools in starting and operating guidance services. Includes what every administrator should know about guidance. **\$3.00**

**CHATS WITH TEACHERS ABOUT
COUNSELING**

By **S. A. Hamrin**. This new book for teachers covers the what-when-why-how of counseling in classroom contacts with students. **\$3.00**

GUIDANCE TALKS TO TEACHERS

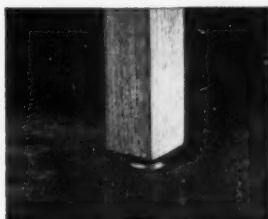
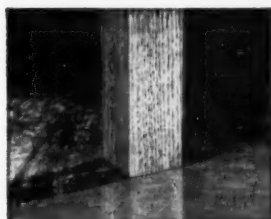
By **S. A. Hamrin**. Shows many ways to effect the best development of young people in our schools today. **\$3.00**

Write for 1953 catalog.

McKNIGHT & McKNIGHT

Dept. 212, Market & Center Streets
Bloomington, Illinois

SE-155

**WHAT A DIFFERENCE
between this...and this****Bassick Rubber Cushion Glides
make the difference!**

You'll notice how much quieter cafeterias and classrooms are when you install smooth-sliding, noiseless Bassick Rubber Cushion Glides on furniture, chairs and equipment. Their broad, flat, polished, hardened-steel base (cushioned in rubber) protects floors, reduces floor maintenance and classroom clatter. Write for free set. State whether for wood, flat metal or tubular metal furniture (for latter, give tube's inside diameter). THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.

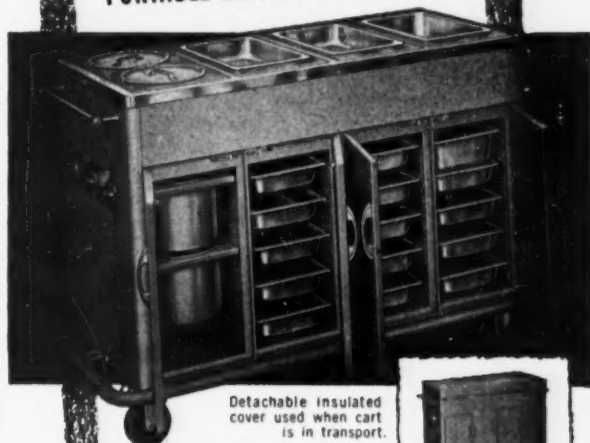


Bassick
A DIVISION OF

MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE



SAVE THOUSANDS
of DOLLARS ANNUALLY* with

NACO**PORTABLE ELECTRIC FOOD CARTS**

Detachable insulated
cover used when cart
is in transport.

**HOT MEALS
from ONE KITCHEN**

An entirely new idea for school cafeterias . . . with Naco Portable Carts all meals may be cooked in one central kitchen, then delivered to outlying areas. Entire hot meals including salads, soup, entree, and vegetables may be served.

Food is kept oven-hot in three insulated "hot" compartments while salads and other "cool" foods may be refrigerated with dry ice or kept at room temperature. Serves 200 to 300 meals, (capacity 222 quarts of food), and is designed to fit into cafeteria serving line. Just plug in electric cord and food stays hot. Holds 18 serving pans or 18 fireless cooker pots in hot section and 6 pans in cold section. Eliminates high investment required for individual kitchens plus cooking personnel in each school, lowering your food service costs appreciably. (NACO FOOD CART is ideal for restaurant and hotel banquet service).

NACO PORTABLE FOOD CARTS . . .

- Lower costs
- Hot meals
- Dry heat
- Less food waste
- Insulated sections
- Special 'cool' section
- 200-300 meal capacity
- Easy to clean
- Less maintenance expense
- Portability—Just roll in
- No special wiring
- Sectional heat regulators

***WANT MORE INFORMATION?**

For complete information on
annual savings with NACO
write us.



ATLAS DIVISION
NATIONAL CORNICE WORKS

1323 Channing Street • Los Angeles 21, Calif.

Audio-Visual Aids

SE-391 Literary Recordings

The Caedmon series of literary records are on 33 1/3 rpm unbreakable vinylite. Titles in the series are as follows: Laurence Olivier "On the Death of King George," and excerpts from funeral services for King George at Windsor Castle; Dylan Thomas reading selections from his poems; Tennessee Williams reading scenes from "The Glass Menagerie," "The Yellow Bird," "The Summer Belvedere," "The Eyes," "Cried the Fox," and "Some Poems Meant for Music"; Archibald MacLeish in selections from "Conquistador," other poems; Katherine Anne Porter reading "The Downward Path to Wisdom," and

"Pale Horse, Pale Rider"; "The Canterbury Tales," selections read by Robert Ross; and Thomas Mann reading in German, "Tonio Kroeger," Chap. 1; "Lob der Vergaenglichkeit" and "Die Busse" from "Der Erwachte." FILM PUBLISHERS, INC., 25 Broad St., New York 4, N. Y.

SE-302 Music Stories on Filmstrips

Music Stories. Six filmstrips. Sold individually or in series. Stories which inspired composers to write some of our best loved music are told in this new series of filmstrips. The accompanying music of the six filmstrips appeals to children and is widely used for music appreciation in classrooms. The pictures, visualizing the story backgrounds, lead to a better understanding and a deeper appreciation of the

music. The stories comprise: *Peter and the Wolf*, *Hansel and Gretel*, *The Nutcracker*, *Peer Gynt*, *The Firebird*, and *The Sorcerer's Apprentice*. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-303 New Audio-Visual Catalog

Catalogue of Lending Collection—1953. The new Franco-American Audio-Visual Distribution Center catalog, listing films, color lantern slides, bulletin board exhibitions, filmstrips, and records is now available on request. Over 750 items are listed, including materials suitable for art, social studies, language and science classes, as well as for sports clubs and general entertainment. FRANCO-AMERICAN AUDIO-VISUAL DISTRIBUTION CENTER, INC., 972 Fifth Ave., New York 21, N. Y.

SE-304 Old Testament Story

Isaac and Rebecca. Filmed in color, in the land where the events occurred, this is the first in a series of Old Testament stories to be filmed in Israel. The very nature of the stories make them inter-denominational and suitable for any age group. CORNELL FILM CO., 1501 Broadway, New York 36, N. Y.

SE-305 S.V.E. Educational Catalog

A completely new and revised Educational Catalog listing all the filmstrips, 2 x 2 slides, and color slidesets for the school field, as well as a section devoted exclusively to equipment and accessories has just been released by S.V.E. The 58-page catalog is conveniently arranged by subject areas—Literature and Language Arts; Social Studies; the Sciences; Mathematics; Health, Safety and Physical Education; Guidance and Child Development; Vocations; and Fine Arts. SOCIETY FOR VISUAL EDUCATION, INC., 1345 Diversey Parkway, Chicago 14, Ill.

SE-306 Artificial Respiration

Artificial Respiration. Two new manual methods of artificial respiration as adopted and demonstrated by the U. S. Coast Guard are shown in this training film. The methods are the Holger-Nielson back-pressure, arm-lift method and the Emerson back-pressure, hip-lift method. 16mm. UNITED WORLD FILM, INC., 1445 Park Ave., New York 9, N. Y.

SE-307 Music Recognition Tachistoslides

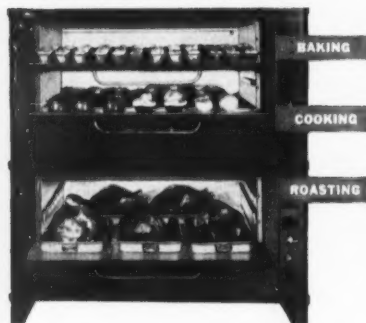
The Singleton Series of Tachistoslides in Music Recognition. This is a series of 57 large Keystone Tachistoslides with 1108 exposures of single clefs, double clefs, short passages and lengthy ones offering much reading material and designed to develop perceptual skills important in the effective reading of music. KEYSTONE VIEW CO., Meadville, Pa.

SE-308 Discussion Filmstrips

Your United Nations Series. This series consists of five titles: *Working Together for Peace*, *Design for World Living*, *Pattern for World Prosperity*, *Better World Neighbors*, and *World of Law and Order*. *Building The Peace* is a series of three titles: *Dealing with Russia*, *Can We Prevent War?* and *A Positive Program for Peace*. These eight filmstrips are sold either individually or as a unit. Each strip consists of 50 frames, black and white, with individual speech-notes and aids to discussion leaders. THE FILMSTRIP HOUSE, 25 Broad St., New York 4, N. Y.



Young healthy appetites demand nourishing meals. This modern kitchen tool is ideal for schools to keep a steady stream of oven-prepared foods flowing to the school tables . . . THREE WAYS . . . ROASTING . . . BAKING . . . GENERAL OVEN COOKERY. The speed and flexibility of a Blodgett Oven make it possible to cook your food to perfection and have it ready on schedule. Dietitians recognize in hot, nourishing oven-prepared meals the best means of serving a wide variety of meals at prices students can afford to pay.



A BLODGETT COOKS 70% OF YOUR MENU

On one large, single deck a Blodgett offers capacity for meat pies, meat loafs, baked vegetables or pastries, desserts and hot breads. Another deck roasts your meat or bakes your fish. You are always assured variety because a Blodgett can prepare as much as 70% of the cooked food on your menu.

Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

THE O. S. **BLODGETT** CO. INC.

50 LAKESIDE AVE., BURLINGTON, VERMONT

N CANADA GARLAND-BLODGETT, LTD. 2256 EGLINGTON WEST TORONTO ONTARIO

For Limited
Budgets—
For Accurate
Classroom Timing—



SE-158

Montgomery PROGRAM TIMERS

Cost Little To Install —
Ring Bells, or Other Signals,
Automatically

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—without variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery MANUFACTURING COMPANY

OWENSVILLE 4, INDIANA

Over 90% of Low Cost Program Timers are Montgomery



SE-157

**UNEQUALED in APPEARANCE,
DURABILITY
and
STRENGTH**

Mitchell
FOLD-O-LEG
tables

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses



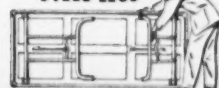
TOPS OF MASONITE
PRESWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



MAXIMUM
SEATING

MINIMUM
STORAGE



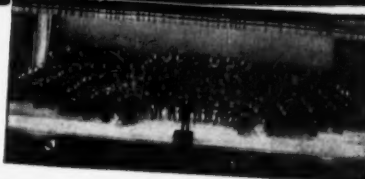
THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
PORTABLE
FOLDING STANDS

**EASY TO SET-UP
ON or OFF STAGE**



**RIGID, SAFE
for BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**



**IMPROVE APPEARANCE
AND PERFORMANCE**

LEGS FOLD UNDER FOR
MINIMUM STORAGE
STACK IN SMALL SPACE
SAVE TIME & LABOR

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

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MITCHELL MFG. COMPANY

2726 S. 34th Street • MILWAUKEE 46, WIS.

MANUFACTURERS OF

MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

SE-159

COMPLETELY NEW
The Most Up-to-Date, Most
Authoritative Handy-Size Dictionary

Entirely New

**WEBSTER'S
NEW
COLLEGIATE
DICTIONARY**

A Merriam-Webster

WEBSTER'S NEW COLLEGIATE DICTIONARY is an entirely new work, based on the big Webster's New International Dictionary, Second Edition, the "Supreme Authority," and is characterized by the same outstanding scholarship and accuracy. More than 125,000 entries; 2,300 terms illustrated. Hundreds of new words. \$5.00 and up, depending on style and binding. Thumb index. G. & C. MERRIAM CO., Publishers, Springfield 2, Mass.

Manufacturers' Catalogs

SE-309 School Lighting

Some Whys and Hows of Modern School Lighting. Sylvania Electric Products, Inc., has released a very informative booklet, written in non-technical language, on how to properly light schools. A section titled "Recommended Standards of Classroom Lighting" should prove very helpful. SYLVANIA ELECTRIC PRODUCTS, INC., Wheeling, W. Va.

SE-310 Steel Shop Equipment

No. 653. This new catalog describes the Industrial Bench & Equipment Mfg. Co.'s line of laminated wood top benches, smooth top steel benches, pressed steel bench legs,

steel bench drawers, all steel work stands, all steel machine stands, steel tote boxes, welding benches, bench parts and accessories. Construction, sizes, styles and other data is included. THE INDUSTRIAL BENCH & EQUIPMENT MFG. CO., 98 South St., New Britain, Conn.

SE-311 Soap Dispensers

Bobrick Mfg. Corp. announces a new catalog sheet illustrating their line of Soap Dispensers, Valves and Tanks. BOBRICK MFG. CORP., 1839 Blake Ave., Los Angeles 39, Calif.

SE-312 Bulletin on Magnetic Sound Recording

Pioneer Tracks is a new free publication for magnetic sound movie makers. The bulletin will serve as a medium for the exchange of ideas and experiences in magnetic sound recording. Of special interest in the April issue, is an article titled

"They're Making Tracks at Elgin" which tells how Elgin, Ill. high school students produced a 16mm sound motion picture of the activities of their audio-visual department. BELL & HOWELL CO., 7100 McCormick Rd., Chicago 45, Ill.

SE-313 Slide Projector

Catalog 44000. This catalog describes the Strong Universal Slide Projector which is designed for projecting 2" x 2" and 3 1/4" x 4" slides. A high intensity, carbon arc lamp is employed as the light source. Suitable for projection of audio-visual material in school and college auditoriums and classrooms, permitting brilliant pictures in rooms which have no shades or drapes. THE STRONG ELECTRIC CORP., Toledo 2, Ohio.

SE-314 Laboratory Supplies

Bulletin 15C. This bulletin, recently revised by Central Scientific Co., describes and illustrates their complete line of scales, balances, weights and accessories. Included are trip scales; general laboratory balances; analytical, torsion, spring, specific gravity, and special purpose balances. CENTRAL SCIENTIFIC CO., 1700 Irving Park Rd., Chicago 13, Ill.

SE-315 Choral, Band Risers

This catalog shows the Wenger risers for choral, band and orchestral work. A number of different shapes and models are available. Complete specifications are given. Music stands and other accessories are shown. WENGER MUSIC EQUIPMENT CO., Owatonna 1, Minn.

SE-316 Gym Suits

September 1953, Moore Gym Suits. This 16-page Stylebook shows the latest Moore gym suit styles all in full color. It has a fabric section with actual swatches attached and with the wide color choice illustrated by the device of miniature suits and shorts. E. R. MOORE CO., 932 W. Dakin St., Chicago 13, Ill.

SE-317 Maps, Globes, Charts

Catalog No. 86. The George F. Cram Co. has just issued their new 48-page catalog on maps, globes, atlases, and charts. A helpful feature of the catalog is the grading of maps and globes so that the proper teaching aid may be fitted to the mental maturity of students in various age groups. THE GEORGE F. CRAM CO., 730 E. Washington St., Indianapolis, Ind.

SE-318 Boilers

Kewanee M-800 Scotch Boiler for Oil or Gas. This catalog contains a full description of the M-800 Series Boiler for high and low pressures and designed for oil or gas firing. Detailed listings of ratings, dimensions, standard equipment and trim are included. KEWANEE-ROSS CORP., DIV. OF AMERICAN RADIATOR & STANDARD SANITARY CORP., Kewanee, Ill.

SE-319 Floor Edger

The American Spinner Saves You Time and Money! The Spinner, described in this brochure, is a 7" disc sander suitable for sanding floor edges, hallways, stairs, etc. Full information may be obtained from THE AMERICAN FLOOR SURFACING MACHINE CO., 518 S. St. Clair St., Toledo 3, Ohio.

SE-63

V2-D

When a Work Bench is used for the purpose of teaching craftsmanship, then the bench itself should be a silent lesson in quality. Our bench backs this quality with the sturdiness required to meet youthful enthusiasm.

It Stands to Reason

V1-D is a Single Work Bench 52" x 22" x 32" high.
V2-D, a Double Work Bench, is 52" x 36" x 32" high.

V1-D

SJÖSTRÖM

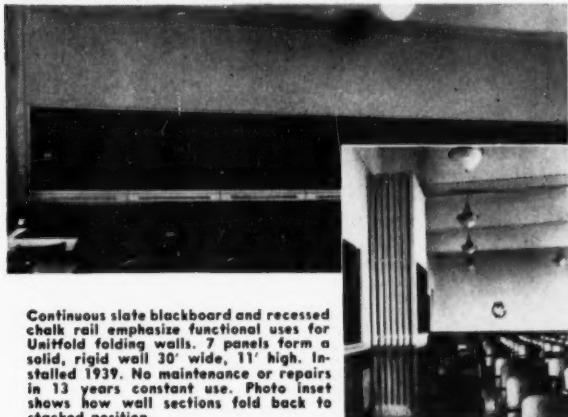
JOHN E. SJÖSTRÖM CO., 1711 NORTH TENTH STREET, PHILADELPHIA 22, PA.

AT BOSTON UNIVERSITY

SE-64

it's
Fairhurst Unitfold,
T.M. Reg. Folding Walls

View of classroom in College of Business Administration,
Boston University. Architects: Cram & Ferguson, Boston, Mass.



Continuous slate blackboard and recessed chalk rail emphasize functional uses for Unitfold folding walls. 7 panels form a solid, rigid wall 30' wide, 11' high. Installed 1939. No maintenance or repairs in 13 years constant use. Photo inset shows how wall sections fold back to stacked position.

From Boston University: "...complete satisfaction...any statements we might make regarding its quality and durability would be most favorable."

John T. Fairhurst Co., Inc.

45 West 45th Street

New York 19, N. Y.

SE-65

**PORTABLE
BLEACHERS
Aluminum or Steel**



Above installation at Vernon Downs, N. Y.

No nuts or bolts required for assembling lumber with the use of our quick-detachable patent clamp.

The Earlville Bleacher Co.

Earlville, N. Y.

October, 1953

SE-66

"NOW YOU CAN MAKE
**DRY PHOTOCOPIES
IN ANY COLOR**"



**RIGHT IN
YOUR OWN OFFICE
INSTANTLY!**

ALL ELECTRIC

APECO *Auto-Stat*
SYSTEMATIC

Makes photo-exact copies of anything
typed, written, printed, drawn or photo-
graphed in any color or black and white.

Now make photocopies in color! The amazing Apeco Systematic Auto-Stat makes a dry photocopy in red, blue, green, yellow or any other color—including black and white—in less than 45 seconds. Now—"color-code" orders, invoices, letters, etc.—speed up order filling and office procedure—save filing time! This lightning-fast copying machine prints from any original up to 11" wide, any length, whether printed on one or two sides opaque or translucent paper... all automatically. Finished copies are ready for instant use. Save up to 80% on copying cost by eliminating costly re-typing, hand copying, checking and outside copying service. Offers even greater savings in increased business efficiency.

SO LOW COST! A complete Apeco Systematic Auto-Stat installation is priced well within the budget of even the smallest firm.

"COLOR-CODE"
YOUR
PHOTOCOPIES!



Increase office efficiency with copies in any color for immediate recognition, faster filing, speedier handling.

**PRE-PRINTED
COPIES FOR
SYSTEMS USE**



Methods experts acclaim new pre-printed Auto-Stat copy system offering simplified office record procedure tailor-made to your particular needs.

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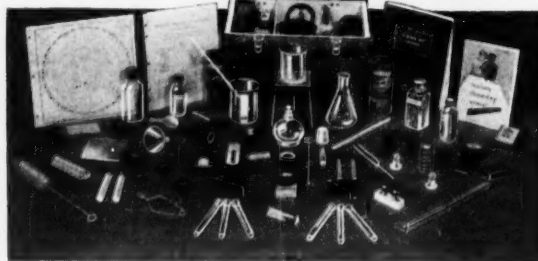
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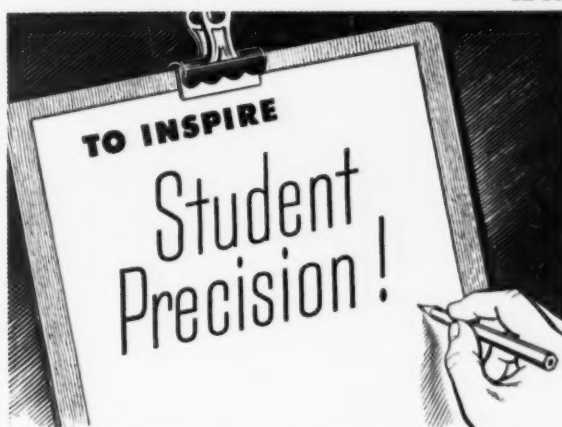
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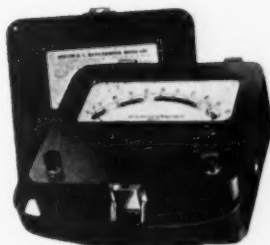
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SE-164

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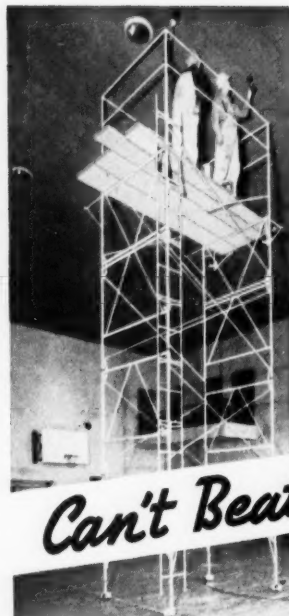


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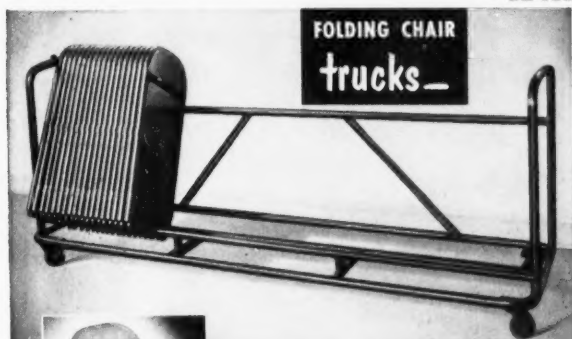
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For easier, faster stacking and mobility... space saving storage

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Krueger's complete line of steel chairs features types and models to meet every need and budget. Write for catalog, describing each chair in detail.

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October, 1953

SE-169

WHAT TO DO WITH THAT

DIRTY FLOOR?



CLEAN IT THE **WHITE** WAY

GET SAVINGS GALORE!

Not only do you save on the original cost of your WHITE equipment — you also enjoy big savings in labor and material costs as a result of WHITE "engineered efficiency." See the complete WHITE line at your dealer's — you're sure to find the answer to your cleaning problems!

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MOPMASTER OUTFITS



This husky unit pays its own cost in a short time by savings on your cleaning compound costs. Capacities up to 17½ gallons.

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THE EASY, ATTENTION-HOLDING WAY



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Slides change automatically every 5 seconds

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Barricks are the only folding tables that have the outstanding *Barricks Automatic Leg Lock* which is unconditionally guaranteed for 5 years! Legs lock into position automatically . . . close at a finger touch!

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**BARRICKS
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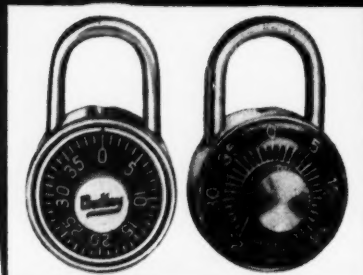


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SE-172

Popular twins for 3 generations



DUDLEY LOCKS RD-2 RP-5

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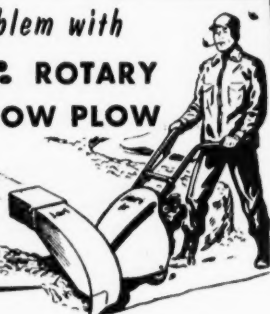
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SE-173

SNOW is no problem with
a **jari, jr. ROTARY**
SNOW PLOW

SELF-
PROPELLED



Cut snow removal expense this winter with the fast, efficient Jari Jr. Rotary Snow Plow. Jari Jr. handles up to 18 tons of snow an hour—does the work of six men with hand shovels. It's self-propelled, easy to handle . . . opens up walks, driveways, ramps, platforms in minutes!

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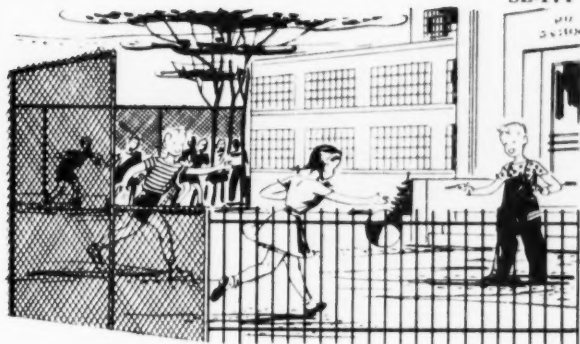
ATTACHMENTS: 28" power scythe for brush, weeds, tall grass. 20" reel-type, 5-blade mower for lawns and terraces.

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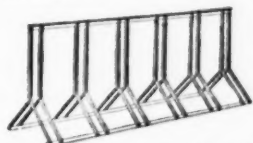
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Recess TIME TO LET GO!

Expending in a few minutes a lot of pent-up energy calls for safe play areas. Is your school yard adequately protected? Be sure by surrounding it with a Stewart Chain Link Wire or Iron Picket Fence. Don't take chances. Do it Now! Stewart also produces many other iron and wire products for schools. To name a few: Baseball Backstops, Tennis Court Fence, Settees, Flagpoles, Window and Skylight Guards, Railings, Wire Mesh Par-

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Bicycle Rack



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2059 Stewart Block
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SE-175



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GYM FLOORS!

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ABC AMERICAN BRATTICE CLOTH CORP.

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WARSAW, INDIANA

October, 1953

SE-176

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Exclusive feature eliminates needle skipping due to jolts and jars of dancing feet.

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MODEL TR-16AM: 10 watt, 3 speed player, all records to 17 1/2". 12" speaker. Inputs for 1 mike, 1 phono with separate volume. Magnetic pickup. Scratch suppressor.

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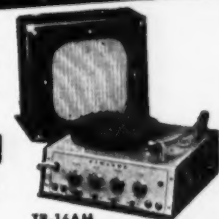
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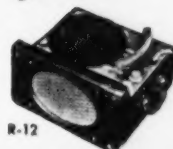
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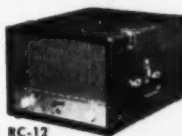
TR-16AM



R-16



R-12



RC-12



B-100



187

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Form-Fitting
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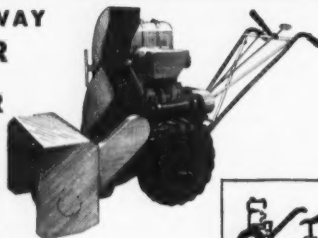
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SE-178

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42" Rotary Brush

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900 Lb. Lawn Roller



42" Grader or Snow Blade



1/2 Ton Dump Trailer

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THE MAXIM SILENCER COMPANY

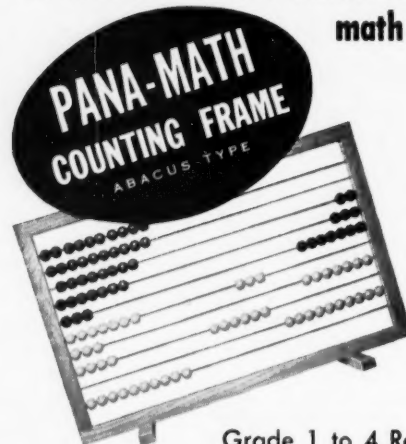
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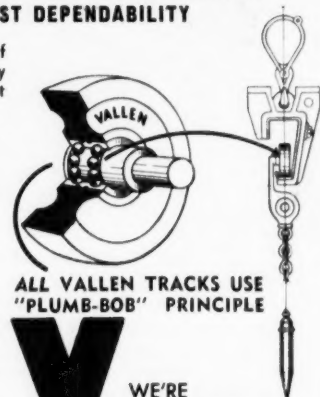
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SE-180

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LOW-COST DEPENDABILITY

- Bearings in the hub of each wheel where they belong for smoothest operation possible
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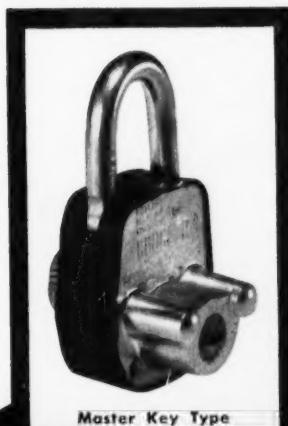
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SE-182

SPEED-UP dining Room Service



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DISH TRUCKS

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Fig. 990-CT. A light weight single hand truck for crowded quarters.

Tray size 16" x 23½", 5" deep. Equipped with rubber hand grip and rubber bumper at opposite end. Smooth running rubber tired wheels and casters.

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October, 1953

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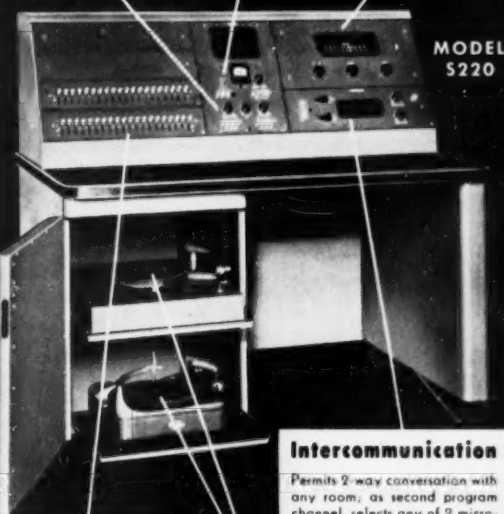
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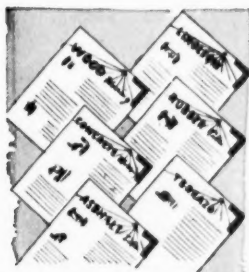
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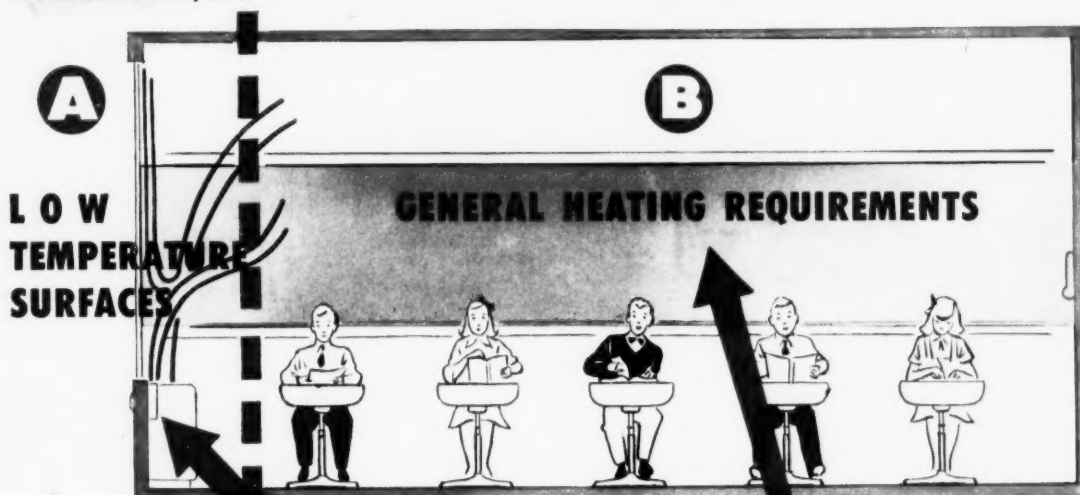
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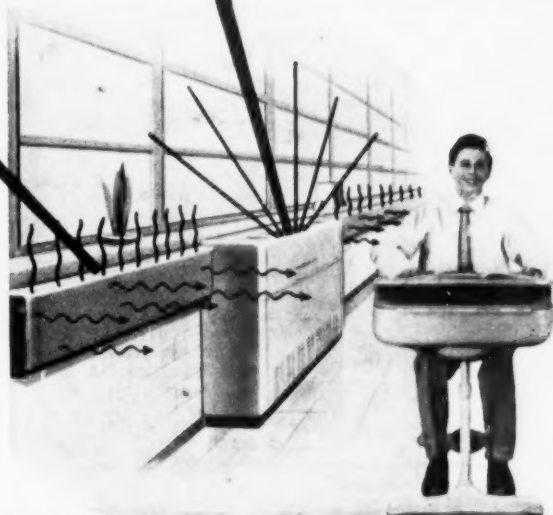
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